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ABSTRACT

This book on health education is designed as a comprehensive guide for elementary school teachers. The first section describes an exemplary school environment and outlines the responsibilities of the teacher and principal in fostering good health attitudes in children. Learning blocks are outlined on the topics of drug abuse, diseases, community health, nutrition, family and society, safety, social and emotional health, and understanding the human body. These blocks are structures for sequential learning from kindergarten through sixth grade. Each block contains a statement of the concept to be learned, suggested activities for teachers and students, and goals to be accomplished. Appended are regulation health forms required by the state of Georgia and information on educational materials available for teachers. (JD)

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FOREWORD

The Georgia Department of Education has through the years recognized that the achievement of optimum health by each citizen is a major objective of education. In 1955 the Georgia Department of Education in cooperation with the State Department of Health developed the School Health Guide, a comprehensive bulletin concerning the total health program. Subsequent years have witnessed many advances in medical science and education. This period has been characterized, too, by much growth and interest in school health programs.

This guide is an attempt to achieve optimum scientific accuracy. It brings health information and suggested methods of teaching up to date.

The Georgia Department of Education believes that if the student is to achieve for himself, his family and his community an optimal level of health, he must possess a certain level of knowledge about health. The Department further believes that knowledge is not enough, and if we are to help preserve and attain good health, we must help the student integrate knowledge with behavior, i.e., aid the student to develop desirable attitudes toward good health practices.

We are aware that there are many unresolved health problems in our local communities, state, nation and throughout the world. We realize, too, that health problems differ sharply. Cultural background, social customs and religious beliefs differ tremendously as do foods, clothing, recreation, school systems and public health services. We are in a measure confronted by the same basic questions. Finding ways of coping with water, air and noise pollution can enhance the quality of health in the years to come. One must be in a position to make decisions regarding personal living which will contribute to and support efforts to control problems affecting large populations.

This publication contains concepts and supporting data pertaining to some of the major health problems facing children and youth today as well as those problems anticipated in the next decade.

It is our hope that this bulletin will provide substantial assistance to teachers, supervisors and administrators who want additional help and support in the building of their own health education programs. This guide does not propose a model program. If health education is to be effective, it must be adapted to local needs and conditions.

We are grateful to all those who had a part in the development of this guide, and wish it were possible to give full acknowledgement by name to every one of the generous people who contributed both time and skill in the preparation of this bulletin.

chapter 1

policies and procedures

THE HEALTH OF AMERICANS

Life expectancy in the United States has now reached an average of over 70 years. This is strong statistical evidence of the many advances that have been made in this country in the field of health and the preservation of health. The health outlook for the future has improved dramatically during the last few decades; there is a profound and universal swing toward better health for people throughout the world. There is a marked intensification of international action in the health field in general. Research in the behavioral and social sciences relating to health have added much knowledge and have aided and abetted medicine in the improvement of the nation's health.

Examples of the progress in the field of health include the conquest of slum housing, the improvement of rural sanitation, advances in psychiatry, emergence of control of radiation hazards, recognition of social and cultural implications for community nutrition, broadening of occupational health problems and the attention being givan to the control of atmospheric, water and noise pollution. Accident prevention, improved hospital and institutional care, concern for rehabilitation of the handicapped and disadvantaged, interest and research in gerontology and geriatrics, better medical care, and the implementation of medicare are other examples.

Further progress is evident through the development of vaccines for rubella and German measles, and new strains of influenza and RH disease. The National Communicable Disease Center reports that 82% of the United States population has been immunized against diptheria, tetanus, whooping cough, polio and measles. Many hospitals in the nation have established coronary units for the treatment and care of the ever mounting number of individuals afflicted with heart disease. The invention of the pacemaker which shocks ailing hearts to a normal beat and the use of plastics to repair heart valves and diseased blood vessels have saved many lives during the past decade. The administration of the new drug L-dopa offers the first significant hope of improvement for victims of Parkinson's Disease. The use of the computer as a means of diagnosing illness, man's constant advances in the conquest of space, the concentrated attack, the world over, searching for a breakthrough in the fight against cancer, and the nutritional studies concerning brain damage resulting from food deprivation during infancy, are just some of the many significant medical findings.

Recently an international panel of eminent medical specialists was asked what could be expected from medicine in the next decade. The experts saw the greatest progress in organ transplants, the prevention of coronary and vascular diseases, effective drugs for both viral and bacterial infections and for many mental disorders, and in improved surgery and anesthetics. Cancer, aging,arthritis and drug addiction were acknowledged to be among the more difficult problems. Influenza vaccine is available. It is not generally recommended for healthy children. On the horizon are drugs which will aid the body in overcoming most viral diseases including the common cold.

Scientists have found that boys and girls are maturing faster. The differences in stature alone between an 11 year old in 1968 and the one in 1905 are remarkable. The modern youth is inches taller. He is more mature in other aspects as well. Height and weight tables are being examined and should result in a new set of standards.

The discovery of a synthetic growth hormone by scientists in early 1970 should aid researchers in discovering new factors which influence the growth patterns of boys and girls.

Leaders in the health sciences emphasize the fact that a totally healthy environment is beyond the control of any single individual. The community as a whole, as well as each individual within the community, must work together in achieving and maintaining a healthy community environment. Correct health information must be made available to the public to insure cooperation in health matters. These scientists further emphasize that health maintenance can best be achieved through preventive medicine, health education and environmental management, in addition to treatment. The health achievements today are becoming more and more a reflection of social understanding and social effort, for medical problems cannot be separated from social problems.

SCHOOL HEALTH POLICIES

THE SCHOOL'S RESPONSIBILITY FOR THE HEALTH OF THE STUDENT - PLACE IN THE CURRICULUM

It is the responsibility of the public schools to help children and youth gain the understandings and develop the attitudes necessary for following good health practices throughout their lives, since the health of the individual affects everything he does, and, in turn, everything he does affects his health. Nationally, this responsibility was recorded when the Commission on the Reorganization of Secondary Education of the National Education Association put health as the first of the "Cardinal Principles of Education."

More recently, in 1963, recommendations from the National Education Association Project on Instruction included health teaching among priorities for the school and recognized it as a distinctive responsibility of the school.

There are many Georgia state laws and standards dealing with health problems in the public schools. One of these dealing with the teaching of health is as follows.

32-1901. State Board of Education to Prescribe Course of Study in Health and Physical Education. The Georgia State Board of Education shall prescribe a course of study in health and physical education for all grades and grade levels in the public school system and shall establish standards for its administration. Said course may include instruction in alcohol, smoking and health and drug abuse education and may occupy periods totaling not less than thirty (30) minutes per day in kindergarten through grade eight or equivalent grade levels. A manual setting out the details of such courses of study shall be prepared by or approved by the State Superintendent of Schools in cooperation with the State Board of Health and State Board of Education, and such expert advisors as they may choose.*

Furthermore, the Curriculum Framework for Georgia Schools states, "Although the home has the chief responsibility for the general health and well being of the child, the school has a distinctive role in the nutritional, physical and mental welfare of the child . . ."

Emergency Care and First Aid . . .

Emergency care of children who become sick or injured at school or at school-sponsored functions is a responsibility of school personnel and an important part of school health services. It is the function of the school administrator to accept certain responsibilities, to develop definite written procedures and make them known to school personnel, to have needed first aid supplies and facilities and to keep a record and make a report of all accidents.

As a minimum standard, each school should have at least two persons well trained in first aid who are readily available.

- To give immediate care in time of emergencies;
- To obtain help if available from recognized medical or nursing personnel;
- To inform parents of the injury or illness; (Information such as names, addresses, phone numbers and name of family physician should be a part of the pupil's health record.) (Refer to Appendix A for Accident Report Forms.)
- To provide proper transportation if the child is to be moved or sent from school;
- To provide proper first aid supplies in quantity. (Refer to Appendix B for list of First Aid Supplies.)

Every teacher should understand the legal aspects of the school safety program in order to protect himself or herself from possible suit. If anything beyond first aid is provided there is always the possibility of liability. First aid should be limited to approved Red Cross procedures. (Refer to American Red Cross First Aid Handbook.)

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* Standards for Health 1975 in Appendix AA.

Each school building should be equipped as adequately as possible to render emergency care for injury or illness occurring at school. There should be an especially designated place, preferably a separate room or rooms. This room should be under the supervision of qualified person and should be equipped adequately for rendering emergency care.

Refer to the following State Department of Education bulletins:

- Curriculum Framework for Georgia Schools, pp. 24-25.
- Sanitation and Safety
- In Time of Emergency - A Handbook on Nuclear Attack . . . Natural Disasters (Civil Defense Bulletin)

Family Living, Personal Growth and Human Sexuality . . .

Human sexuality, which involves one's growth and development as well as the complex drives associated with love and marriage, is the basis for many facets of behavior.

The study of human sexuality is a comprehensive and extensive study which should begin in the home and be supplemented by the church and the schools from elementary through senior high school.

The policy of the State Board of Education suggests that in the event the school becomes a medium of instruction, the decision should be based entirely upon local identification of need and support for instruction in this area. Furthermore, each school's program should be adapted to the capacity, interests and training of its faculty. Program length and depth should be determined by the available resources in the community.

School officials should make every effort to inform and involve parents, clergy, physicians and all interested community people in advance of proposed programs of human sexuality.

The study of human sexuality should not be an isolated or fragmented facet of education, but integrated into any appropriate area of the total school program where it can be taught by an adequately prepared faculty member. Emphases should be carefully planned and written into the respective courses of study.

As a general rule, human sexuality instruction may be in mixed classes and the materials and methods of instruction adapted to the situation. Outside specialists such as doctors and nurses should be utilized extensively. When a topic needs special emphasis for a single gender, it is generally more convenient and appropriate to meet with boys and girls separately. This policy is recommended for junior and senior high students and may extend downward to grade five in certain specialized instruction. *

The evaluation of program and faculty should be on a continuing basis and the effectiveness of programs should be periodically appraised by local school administrators. Parents should be constantly informed of the content and process in the various classes.

Immunizations . . .

The Georgia Department of Public Health document entitled, "Rules and Regulations for Immunizations of Children as a Prerequisite to Admission to School," should be the basis for formulating local system policies concerning

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* Title IX Section 8634E - Education Amendments Act of 1972

immunizations before entering school. Laws dealing with immunizations and example forms are included in Appendixes C and D.

Permission blanks should be utilized in all cases and complete records of the immunizations should be kept. Reports to and from the individual's private physician would be desirable; clerical work is a problem to teachers.

Nutrition Education and School Food Services . . .

Every child needs to attend a school that provides sound nutrition and an inviting food service program. The nutrition program should provide the right kinds of food in the appropriate amounts needed by the child during the school day; it should also provide the laboratory situation for nutrition education that teaches and motivates the child to know and practice good food habits.

The school food service department should be a laboratory for the child to practice classroom and personal learnings. To fulfill the potential as a laboratory, the cafeteria atmosphere must be planned as a setting for teaching nutrition as part of eating delicious meals at school. Here are some elements that help make the setting teachable.

- Delicious and well-prepared food in a congenial, relaxed atmosphere
- A mid-morning and/or mid-afternoon break should be provided with appropriate refreshments
- School food service personnel who are neat, friendly and helpful to students
- Table arrangement changed periodically during the year
- Table arrangement that allows small groups to sit together (Long rows should be avoided since this appears very "institutional" and rigid.)
- Table decorations which meet sanitary standards
- Tables as well as bulletin boards used for display of well known

art works and of student art work

- Attractive wall decorations and window treatment
- Waste disposal placed in an area as far from the eating area as possible and use of room divider or screen to conceal view of garbage from students
- Good ventilation
- Appropriate music where practical

The actual meal period is only part of the learning experience provided by the school food service department. Students should be prepared to take full advantage of the learning opportunity. The student, the teacher and the principal should assume some of this responsibility.

STUDENT ROLE

- Learn the importance of sanitation in regard to food service.
- Wash hands before the meal. Time should be designated for this prior to the lunch period.
- Learn to go to the cafeteria in an orderly, quiet manner and stand in line in a responsible manner.
- A host or hostess for his grade should be responsible for the class during the meal. A student should be designated for this responsibility on a rotating basis.
- Students should leave the tables and chairs neatly arranged as they were before the meal.
- Adopt a positive attitude toward eating new or different foods.

TEACHER ROLE

- The teacher should prepare the student for the mealtime learning experience.
- The teacher may choose not to sit with the class during mealtime after class members have matured enough to assume the responsibility of proper conduct and have been taught appropriate cafeteria behavior.
- The menu for the day should be discussed with the class before lunch.

New foods should be explained and related to health, social studies or other appropriate subject. Following the presentation of a new food the teacher should discuss the food with the class.

- Table manner, courtesy and citizenship should be emphasized. Role playing in the classroom is an excellent way to teach students how to conduct themselves in the cafeteria. Leading a group properly is an important citizenship skill.

- Plan special activities to teach students how to be effective hosts and hostesses in the cafeteria.

- Set a good example by good personal food habits and attitudes.

PRINCIPAL'S ROLE

- Schedule mealtime to allow adequate time in the cafeteria. Class periods in departmentalized school should not be divided.

- Collection of lunch money should not interfere with instruction periods. The collection procedure should protect the anonymity of those children who receive free or reduced price lunches. Teachers may effectively use collection of money, at times, as practical lessons in mathematics.

- The principal, teacher and school food service staff should plan to involve students in school food service planning. A committee designated for this purpose as part of the Student Council is ideal. In cases where this is impractical, the teacher should involve students in this phase of school food service as part of nutrition education in the classroom. All grade levels can be involved in planning for school food service in such ways as

listing foods liked and disliked;

planning favorite menus;

planning menus related to foreign countries being studied;

designing bulletin boards;

making plate waste studies;

preparing table decorations;

designing murals for cafeteria;

making draperies for cafeteria windows;

building room dividers or screens to conceal or divide areas;

being taught to say "thank you" to school food service personnel for meals.

The State Board of Education Standard states, "The school system shall have a school food service program which is nutritionally adequate, educationally effective, and financially sound." The State Department of Education administers the National School Lunch Act and the Child Nutrition Act. One of the objectives of the National School Lunch Act is to safeguard the health and well-being of the nation's children. To meet this objective, participating schools shall serve lunches that are nutritionally adequate and shall also coordinate the schools health education activities with the formulation of good eating habits in the lunchroom to the end that children will gain a full understanding of the relationship between proper eating and good health.[1]

Act No. 45 of the 1967 General Assembly authorized the State Board of Education to establish a program of instruction in the public schools to teach nutrition, hygiene and etiquette using the facilities and resources of the school food service department.

Standards for nutritionally adequate meals have been established by the United States Department of Agriculture and are based on findings of the National Research Council. Other requirements of the National School Lunch Program include

pricing the meal as a unit;
operating a non-profit school food service program;
serving all economically needed children a free or reduced price lunch;
restricting the sale of other food and beverage items.

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[1] United States Department of Agriculture Regulations, 1970.

Food served at school should contribute to the child's daily food needs. The American Medical Association,[1] American Dental Association,[2] the PTA,[3] the Association of School Business Officials[4] and other professional organizations urge that only foods that contribute to desirable food habits be available on the campus. Foods at school may be complete meals such as breakfast or lunch, or supplemental foods for mid-morning or afternoon breaks such as milk, fruit or fruit juice. Within the framework described, the food offerings should be based on the needs of the community.

In the American Medical Association's "Basic Path to Fitness" nutrition is identified as the second path, following "good general health." Good nutrition is essential to sound mental, physical and emotional health. The school food service program should play an important part in healthful school living.

Physical Education and Athletics . . .*

Physical education can make many contributions to both the individual and the total school program. Some contributions include

- the development of the organic systems to their highest functional levels;
- the development of individual neuro-muscular skills;

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[1] Statement on "Confections and Carbonated Beverages in Schools," *Journal of the American Medical Association*.

[2] Resolution, Council on Dental Health, American Dental Association.

[3] Statement on sale of carbonated beverages, etc., National Congress of Parents and Teachers.

[4] Statement, School Business Affairs

*Refer to Appendix BB: AAHPER, Essentials of a Quality Elementary School Physical Education Program," JOHPER (April, 1971).

- the development of individual interest in play and recreation;
- the development of positive behavior patterns.

The American school is the one great resource for the teaching of foundation skills and knowledges in health and physical education and for establishing the idea that personal fitness is important. While this effort centers in the schools, it must be strongly supported by other community agencies. School and community cooperation is basic to the success of any fitness programs.

Fitness is a state which characterizes the degree to which the organism is able to function. Fitness in its minimal stage is the proper functioning of the body organs to sustain life. At its optimal level, fitness is living a full and vigorous life. Its most extensive interpretation applies to the ability of the individual to meet living requirements. This ability requires good health, strength, stamina and skill in a variety of activities.

Fitness is fleeting and transitory, and its development should be continuous and satisfying from early infancy through maturity. The habit of adequate and regular exercise during the formative years is as important to good health as one's sleep, work and food. Each individual should learn to enjoy taking part in vigorous exercise appropriate to age, sex and general ability.

A letter should be sent to parents apprising them of the physical education program activities. An example letter and physician's statement are included in the Appendix.

The school physical education program should include simple games, movement education, ball type activities, relays, inclement weather games and rhythmic activities. A core of developmental and conditioning activities appropriate to each grade level should include calisthenics, stunts, tumbling and combatives, rope jumping, apparatus activities, pyramid building, outdoor education, adapted physical education and recreation activities applicable to recess and noon hour programs.

Qualified leadership is essential to the implementation of an effective and comprehensive program of physical education.

Where space is available a school should have play areas marked with concentric circles, boundary lines and restraining lines painted a safe distance from walls and fences. Softball diamonds, courts of various kinds, jumping pits and take off boards are all part of the facilities essential to good physical education programs.

Space should dictate the type and amount of apparatus for each school. Swinging, climbing and balancing equipment, horizontal bars and ladders, jungle gyms, balance beams and climbing ropes are examples of such playground equipment. (Before purchasing and installing such equipment, it is recommended that standards be secured from the physical education consultant from the Georgia Department of Education.)

The primary responsibility for safety lies with the teacher (with the backing and concern of the administrator.) The importance of safety must first be recognized by the teacher who through proper instruction in skills, through demonstrations and practice, should try to develop in children positive attitudes, concepts and behaviors about safety.

Frequent and systematic inspection of areas, playground apparatus and equipment for safety hazards should be made.

When facilities, outdoor apparatus and other playground equipment are used before and after school, a competent responsible professional person should be present to supervise the activity. (See Appendix H for "Position Statement on Trampolines in Physical Education.")

Encourage children to participate in quiet games that call for limited expenditure of energy immediately following the lunch period.

Adapted physical education should be provided for those pupils who, because of health reasons, are unable to participate in regular classes. A physician's recommendation in consultation with the teacher should be the basis for assignment to those classes and for determining the activities which should be prescribed for each child (suggested forms for parents and physicians are included in Appendixes I and J.)

Competitive athletics for elementary school youth are important to their physical and social development. When athletic program supervisors rigidly observe the standards set forth by medical and educational authorities, the end result will be good for the child and risks to his physical and mental well-being will be negligible.

Physicians who are familiar with the health and development needs of children and with the problems athletics are likely to create would agree that an acceptable sports program in the elementary school or in a recreation program for this age group should include the following provisions.

- There should be no interscholastic competition on a regularly scheduled basis.
- There should be no boxing or tackle football in the elementary program.[1]

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[1] Thomas E. Shaffer, "Athletics for Elementary-School Youth, A Medical Viewpoint," Theory into Practice, III, No. 3 (The Ohio State University, June, 1964), 96.

- The best equipment and safe, appropriate playing facilities should be provided. Protective equipment for the body should be properly fitted and if used from year to year, maintained in top condition by experts.

- Each child who will engage in a strenuous activity program should be required to have a medical examination and authorization prior to participation.

- All students who wish should be allowed to participate. Activities should be planned so that they can participate rather than just watch or wait.

- Careful attention should be given to grouping or matching children to avoid injury and to obtain equitable competition.

- In planning sports activities, competent leaders are essential to ensure proper attention to the stages of children's health and development.

The 1960 White House Conference on Children and Youth referred to competitive athletics for preadolescents by expressing the prevailing opinion of health authorities. Recommendations were made

- that adults avoid exploiting youth by pressuring them into highly competitive organized activities for which their bodies and minds are not adapted; that they recognize children and youth as individuals, rather than as projects in leisure-time pursuits, and allow each one to mature at his own rate;

- that schools and communities cooperate in designing out-of-school programs to provide constructive leisure-time activity consistent with sound principles of child development, and to counteract pressures for competitive athletics promoted by groups with good intentions but limited knowledge of the physical and social needs of children and youth;

- that competitive sports for preadolescents . . . (be) supervised by trained and qualified leaders; emphasize participation and not stress competition out of proportion to its value for this age group: (b) available to all children and not to only the few more athletically skilled; be further investigated as to their value for children.*

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*Recommendations passed by the 1960 White House Conference on Children and Youth.

The State Board of Education strongly endorses and encourages good intramural programs.

Extramural activities (not to be confused with a varsity program) may be conducted with children of two or more nearby schools. Extramurals should be in the form of play days where school identity is of little significance.

Many questions dealing with the relationship of physical education, health education and health services may arise and an administrator may be called on to make many decisions which need documentation. This documentation may be found in a joint publication of the American Medical Association and the National Education Association. The document "Answers to Health Questions in Physical Education" may be obtained from either the AMA or the American Association for Health, Physical Education and Recreation. (Refer to Standards for Interschool Athletics, 1975, Appendix CC.)

Physical Examinations . . .

Physical examinations on entering school and periodic examinations or health appraisals are recommended for every student. The school system may want to utilize the child health record included in Appendix L.

A system-wide policy should be established concerning required physical examinations. The policy statement should contain

- the feasibility and thoroughness of physical examinations;
- the frequency of re-examination;
- items and checks to be made in the examination;
- methods of examination;
- recommended procedures for in school examinations and appraisals.

Careful follow-up procedures are indispensable if school health appraisals are to contribute to the health and education of children and youth. Therefore the findings of the health appraisals should be used for making adaptations in the school program, interpreting health status to pupils and parents, and for motivating and securing correction of remediable defects.

All school personnel should have periodic health examinations. The school system should seek and make use of assistance from local health departments and medical societies in formulating policy statements for the school system.

Record keeping should be shared by the teacher and all members of the school health services staff.

A health area with proper first aid equipment should be available in each school.

Posture . . . Lighting and School Furniture

Good posture is usually an expression of good health habits rather than a major factor in producing good health. Good posture is important for proper functioning of the body and contributes to good appearance. Proper alignment of the body parts promotes efficiency of movement and endurance. The person who has good posture and who moves gracefully projects poise, confidence and dignity.

The teacher should endeavor to motivate children to attain proper muscular balance and the development of good posture habits. She should know the reasons for practicing good posture and should be able to describe in simple terms the elements comprising good posture (standing, sitting, walking, etc.) terms. She should set an example by practicing good posture, learn to recognize the common faulty postural tendencies, and recognize the fact that posture is flexible. While it is desirable to maintain a good position of the body most of the time, it is not harmful to assume relaxed positions at times.

Guides for the Teacher and Administrator

The teacher should observe how pupils sit, stand and walk, as a child's postural attitude may be indicative of other problems. Posture is related to many things including disease, malnutrition, chronic fatigue, hearing and eye defects, asthma and mental emotional experiences.

The teacher should be aware of the relation of light and seating to posture and body mechanics. Standards for classroom lighting are being steadily revised both for artificial and natural light. The lighting must be soft, even, properly distributed and bright enough for eye comfort. Desk tops with glossy finishes should be avoided.*

The school system should provide school furniture which comes in a variety of sizes and designs, which is movable and adjustable. Desk-chair combinations should be adjusted to the pupil's body build. The seat must be low enough so that the child's feet can be placed flat on the floor and all pressures at the knees relieved. In classrooms having tablet armchairs, a few left-handed tablet armchairs should be provided.**

Teachers should arrange classroom activities so as to have only short periods of sitting; the chairs are hard and uncomfortable. This should be of concern to administrators as well.

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* Refer to first draft revision of "A Guide for Planning and Construction of School Facilities in Georgia," (3 chapters) (April 18, 1968), Georgia Department of Education.

** Refer to Appendix O, School Furniture and Seating.

Much thought and consideration should be given to the purchase of more comfortable regular seating, padded seating and contour fitted seating for the school.

Restrooms . . .

Policies concerning restrooms should have as one of their bases the "Standards for Public Schools of Georgia."

- The teaching of proper toilet habits to a youngster is an important part of his learning early in school. Discussion of proper techniques dealing with cleanliness after toilet use should be practiced in order to become a habit.
- Students should be allowed to use toilet facilities when the need arises and not be made to wait in lines to use facilities.

Some students will attempt to take advantage of a situation which allows free use of the toilet; however, the teacher can easily recognize those who are taking advantage of this privilege. Responsibility for one's own action is a major objective of the school.

Students must assume, out of the activities of the Student Council, responsibility for the care of restroom facilities. Constant emphasis and peer cooperation are very desirable.

Smoking and Health . . .

Proper consideration should be given to the Surgeon General's Report on the hazards of cigarette smoking. A school system should then discourage smoking.

Teachers and administrators must remember that example and practical illustration are one of the better techniques used in teaching, and one may find difficulty in teaching the hazards of cigarette smoking while exhibiting no regard for this hazard. (See Appendix Z.)

System-wide policies should be formulated concerning smoking, and regulations should be a part of school board policy. Many considerations must underly the policy statement of a school system.

The School Health Committee and the Health Council . . .

Every school should sponsor a school health committee made up of school personnel, students, teachers, nurses, administrators and maintenance staff. This group not only resolves the problems involving individual needs of students but can make a real contribution to the overall health needs of the school.

A functional and effective school health program is dependent on community understanding and support. No school system is in a position to implement a sound health program alone. In the broad field of health, the need constantly arises for assistance, up-to-date information and guidance from experts. The school administrator can coordinate the health activities of his staff with community health efforts by organizing a community-wide health council.

The community-wide health council, which is usually a committee of the PTA, provides an opportunity to bring together representatives of parents, teachers, school administrators, the Health Department, the medical and dental professions and volunteer health and social agencies. It provides a suitable means for developing community understanding of school health procedures and for devising effective measures for improving the health of children and youth. The council serves in an advisory capacity to the school staff and school administrators; its function is to suggest policies rather than to make them.

DEFINITIONS

Health may be defined as that complete fitness of body, soundness of mind and wholesomeness of emotions which make possible the highest quality of effective living.

The World Health Organization defines health as "a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity."

Health education of the individual is the sum total of all his experiences which contribute to the development of desirable habits, attitudes and knowledge related to individual, family and community health.

SCOPE OF HEALTH EDUCATION

The major situations in which learning experiences in health take place are

- Healthful school living, or the provision of a safe and healthful environment, the organization of a healthful school day, and the establishment of healthful interpersonal relationships*
- School health services, in which we find such established procedures as the appraisal of the health status of pupils and personnel: the counseling of pupils, parents and others concerning health problems; encouragement in the correction of remedial defects; assistance in the identification and education of handicapped children; the prevention and control of communicable disease; and the provision of emergency services for injury or

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* Refer to 1975 Standards for Public Schools of Georgia issued by the State Board of Education.

sudden illness.[*] (Refer to section on School Health Services.)

- Health instruction, or the teaching of health or hygiene as a separate subject, or through correlation or integration (Basic curricular requirements for health education for kindergarten, elementary and secondary schools have been set by the State of Georgia.[**])

- School, home and community relationships, including various parent contacts with the school; cooperative relationships between school health education and adult health education in the community; pupils or student participation in sports, health clubs or other health related activities outside the school; and the development of cooperative school and community organizations, such as school health councils[***]

The many health concepts explored in the curriculum content, contained in this health education guide, have in a measure been built around the above four major situations.

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[*] Refer to 1975 Standards for Public Schools of Georgia issued by the State Board of Education.

[**] Refer to Curriculum Framework for Georgia Schools issued by State Board of Education (Appendix P.)

[***] Refer to Curriculum Framework for Georgia Schools issued by State Board of Education (Appendix P.)

HEALTH EDUCATION THROUGH SCHOOL HEALTH SERVICES

A good health service program--one that will really help the child to achieve good health--utilizes teacher observation, nurse consultation and uses all resources of the school, home and community. The child needs not only to have educational experiences that will be meaningful to his health education but to understand why these things make differences in his health and his growth.

The School Health Services Program should have these major purposes.

(1) to stress the development of good attitudes and habits as well as the acquisition of knowledge and understanding;

(2) to identify and record health needs and interests of children, adolescents and adults in relation to their physical and social environment;

(3) to be integrated with other phases of the school and community health programs--environmental health, health services, physical education and recreation;

(4) to demonstrate scientific knowledge and develop critical thinking which will result in intelligent self-direction.

Accurate records must be kept on the various aspects of the child's health. The resource of the local health departments and other official and voluntary agencies should be a part of the total school health program.

Health Services include.

cumulative records;

physical examinations, (ideally four times during a child's school experience) including

dental examinations every six months;

vision and hearing screening tests, (ideally four times during a child's school experience):

continuous teacher observation for detection of physical, emotional and social defects;

provisions made to keep parents informed concerning the effective use of available services;

control of communicable diseases by immunization, education and other preventative measures.*

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*"Curriculum Framework for Georgia Schools," Georgia State Department of Education. (Appendix P.)

EVALUATING THE SCHOOL HEALTH PROGRAM

Is your school health program effective? Is it improving? Is it producing desirable results? Does it have any glaring weaknesses which need immediate attention? To get the answers to these and similar questions, it is necessary to evaluate the program periodically and scientifically.

Evaluation is the process of finding out to what extent a program has succeeded in achieving its objectives. Only by continuous appraisal can information be obtained which will reveal whether progress is being made. Since the objectives of the school health program are very broad in scope, many techniques and devices need to be employed to measure accurately the effectiveness of health education in your school. Some of the more effective methods used for this purpose are described briefly in this chapter.

Purposes of Evaluation

- To measure the extent to which pupils' health behavior, knowledge and attitude are improving
- To reveal the strength and weaknesses in the existing school health program
- To assist the teacher in making critical analysis of the content, teaching methods, and use of instructional materials used in the class
- To provide a basis for curriculum revision and development
- To provide data which will help "sell" the school health program to the school administration and to the community

Underlying Principles of Evaluation

- Evaluation in health education should be focused primarily upon the growth and development of pupils in the school.
- Evaluation should be a continuous process.
- Evaluation should involve as many of the school staff as possible and at times outside consultants. This results in greater acceptance of the evaluation when completed.
- The evaluative devices and procedures used should be appropriate to the age of the pupils and for the outcomes anticipated.

Evaluative Methods and Instruments

Several methods should be employed to evaluate the school health program. Much evaluation should take place in the classroom by the teacher in cooperation with the pupils to determine to what extent the health experiences of the class are favorably influencing the pupils' health behavior. This should be more or less a continuous process.

Periodically, extensive evaluation should be made of the school health program. This can be done in a variety of ways by a committee within the school, by outside consultants, and by a combination of local and state consultants.

Below is a list of instruments most frequently used for evaluation purposes. Some will be used almost exclusively by the teacher, a few only by a committee, and some by both the teacher and the committee.

1. Study of health examinations and growth records
2. Teacher observations of pupils' behavior, safety practices, attitudes and appearance
3. Oral and written tests
4. Interviews with pupils, parents and others
5. Study of absenteeism and accident rates at school
6. Study of reports of sanitarian of the school

7. Analysis of the conversation, writings and art work of the pupils

8. Study of instructional materials and health facilities

9. Analysis of the volume of lunchroom sales

10. Questionnaires and surveys

11. A prepared checklist (This device is the most commonly used instrument for making an extensive evaluation of the school health program.)

References

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Latchaw-Brown, The Evaluation Process in Health Education, Physical Education, and Recreation, Prentice-Hall, Englewood Cliffs, New Jersey, 1962.

National Study of Secondary School Evaluation, Evaluative Criteria, National Education Association, Washington 6, D. C., 1960.

Texas Education Agency, A Checklist, Appraising the Elementary and Secondary Health Programs, The Agency, Austin, Texas, 1951.

CONCEPTUAL LEARNING IN HEALTH EDUCATION

The findings of the School Health Education Study, supported by research evidence from other sources and by the observations of prominent authorities, have sharply illuminated a major weaknesses in our educational system that calls for sharp positive action. In a majority of our public schools today, health instruction is virtually non existent or totally inadequate to serve the compelling needs of a rapidly expanding, increasingly complex society.*

To meet this situation, school administrators, teachers and those who are involved in teacher education can help solve these problems by providing a planned curriculum including formal courses in health education taught by qualified teachers.

Health education, like many other academic fields, has turned to the concept oriented approach in curriculum planning and development. A concept refers to an idea, a stable impression, a meaning or a thought held by an individual. Concepts provide a needed framework of knowledge and for thinking, both necessary aspects for health education. These concepts are arranged in a kind of hierarchy to reflect the wholesome of health education.

This structure of knowledge in health education tends toward some permanence in the curriculum and allows for the accumulation and introduction of new knowledge within the framework of new ideas. Curriculum content must be re-ordered from time to time.

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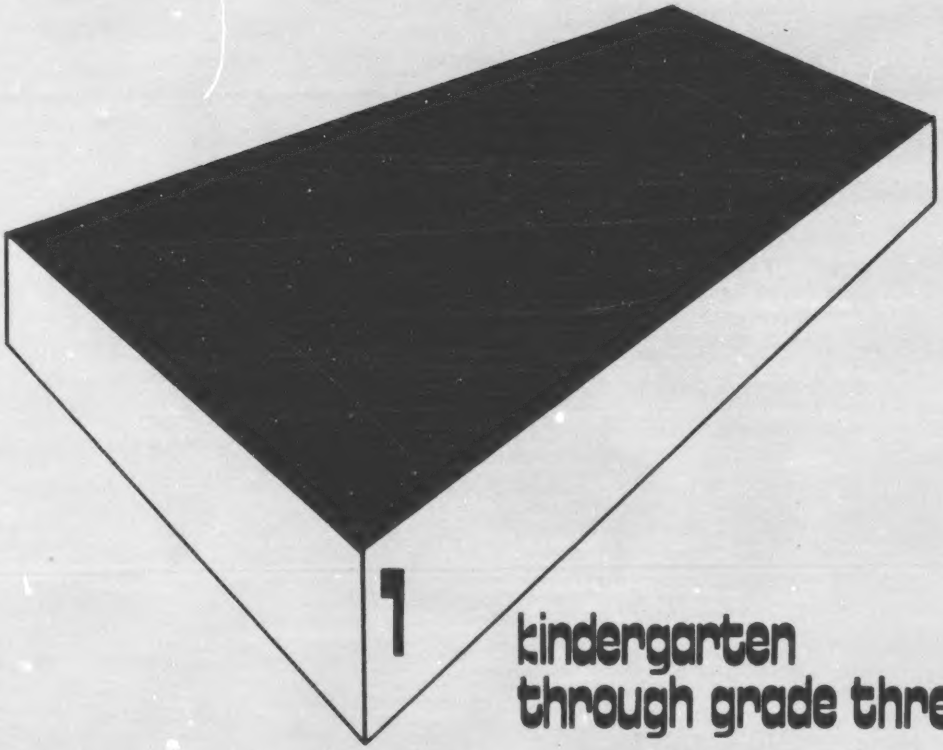
* School Health Education Study, Samuel Bronfman Foundation, 1201 16th Street, N. W., Washington, D. C. 20036.

To learn and grasp the structure of a subject is understanding it in a way that permits many other things to be related to it meaningfully. It is generally held that no scheme of curriculum organization can take the place of learning with good teaching, and that curriculum organization does not always improve the act of teaching, but can create the opportunity for both inspired teaching and meaningful student learning.

The next section, devoted to content, lists concepts in each of the eight learning blocks found in this guide for kindergarten through the sixth grade.

chapter 2
course content

alcohol, tobacco, drug use & abuse



kindergarten
through grade three

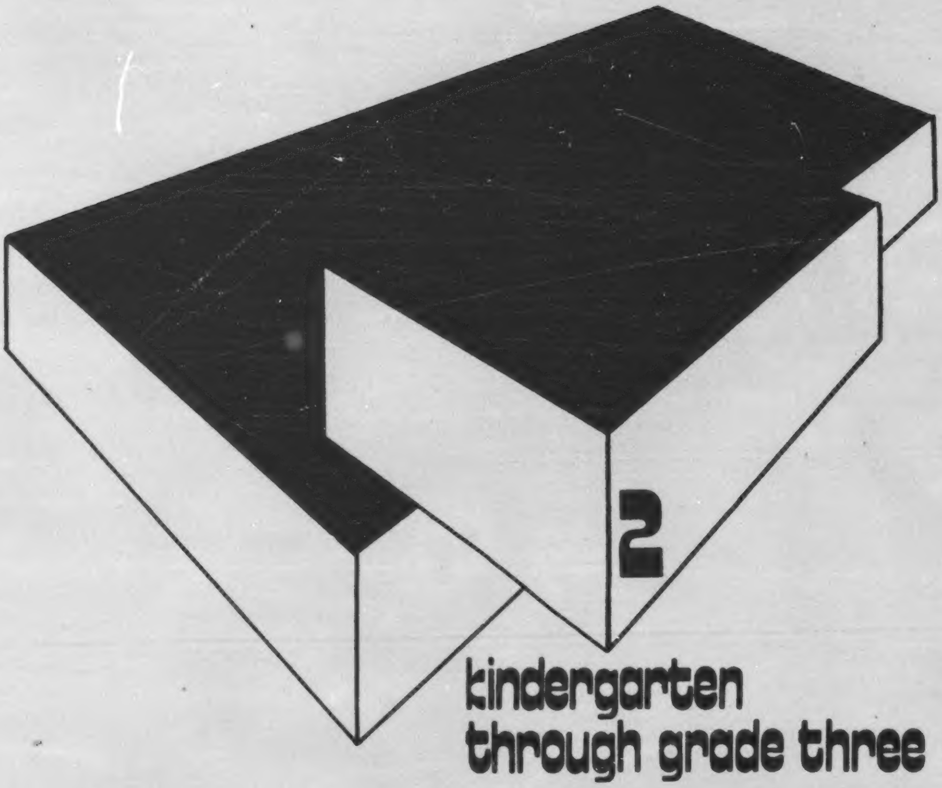
LEARNING BLOCK ONE

ALCOHOL, TOBACCO AND DRUG USE AND ABUSE
K-3

These areas of study will be introduced in greater depth in grades 4,5,6; however, the primary student should be cognizant of the existence of habituating substances and think toward identifying some of them.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Many liquids have effect on the body.	Identify liquids and make comparisons by sight and smell. Discuss how liquids have mood modifying effects on individuals. Categorize liquids as helpful and harmful and why they are classed this way.	Each student should be able to identify many liquids by sight and smell. Each student should also know that alcohol can be harmful if consumed in excess amounts.
A primary youngster should be able to recognize and identify different ways medicines are packaged and should be able to recognize poison symbols.	Look at medicines such as pills, capsules, liquids. Discuss safety symbols and bottles and the way medicines are packaged for safety rules for medicines. Discuss how many medicines, if used incorrectly, can be harmful to the body.	Each student should begin to know the harmful effects of the misuse of medicine and drugs. Each child should show an appreciation for safety labels and agencies who govern the use of medicines and drugs.
The use of tobacco may bring about health hazards and recognition of the different forms of tobacco is an important skill for the primary youngster.	Develop the vocabulary including words such as cigarette filter, cigar, menthol, pipe. Discuss advertisements on TV that are anti-smoking. Discuss how tobacco is grown and processed to become a consumable product. Learn to recognize the different forms tobacco is found in.	Each student should understand the relationship tobacco has with cancer and growth. Each child should know the importance of never starting the "smoking habit."

diseases



kindergarten
through grade three

LEARNING BLOCK TWO

DISEASES
K-3

The primary age child should learn many skills and techniques that will help in the prevention and care of sicknesses.

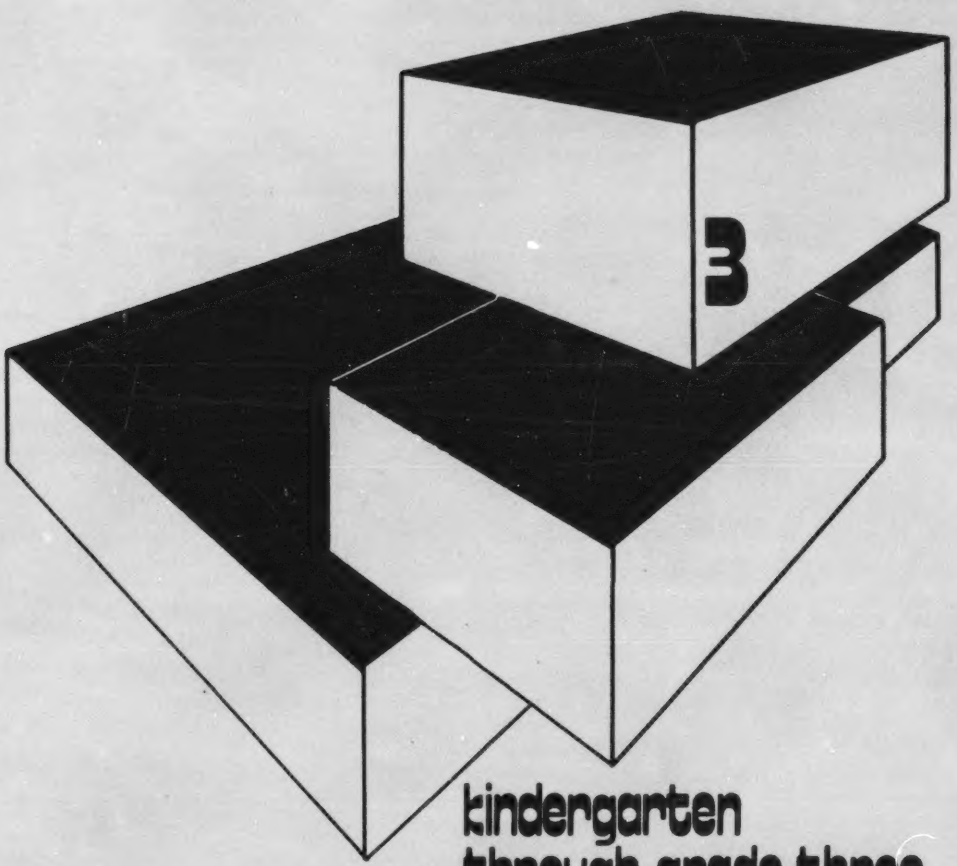
CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Many diseases are transferred from one person to another.	Discuss illnesses that the pupils have contacted from friends or relatives.	The student should know that some diseases can be transferred from one person to another.
Germs are present everywhere. (This can be correlated with science teachings dealing with germs.)	Read appropriate stories concerning germs and their presence.	The student should realize that germs are nearly always present and can be controlled.
One should not put objects which might carry germs in his mouth.	Discuss germs, where they might be found and measures for prevention of transfer.	The student should learn not to put unclean objects in his mouth.
One should stay home from school when ill and understand the reasons for remaining home when ill.	Discuss certain illnesses and the reasons why a person should stay at home.	The student should realize when a person is ill, he should protect himself as well as others he may contact.
One should be cautious of those who have colds.	Read stories concerning how colds spread and why one must be cautious. Show film (424) "Common Cold" - 10 min. Show film (283) "Joan Avoids a Cold" - Second edition - 11 min.	The student should know that colds can be transferred to other persons and learn to avoid this transfer.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Everyone should cover his mouth when he coughs and sneezes.	Play a game of "remind the spreader."	Each student should know the importance of covering his mouth when he coughs and sneezes to hold back the spread of germs.
One can use many skills and techniques to prevent the spread of cold germs.	Go over the rules on how to prevent colds.	The student should learn to recognize the symptoms of a cold and steps to take for cold prevention. He should also learn the conditions under which a person is most likely to catch cold.
Foods that are dirty or contaminated should not be eaten.	Cite how a person should not share bites of food and how this could spread contamination. Use examples as they occur in classroom activities.	The student should know that many foods may be contaminated and that foods dropped on the floor or found in contaminated places are very likely to contain germs.
Weather determines the type of clothes needed and one should put on proper clothing for the weather conditions.	Discuss this on a wet day. Have children relate why they wear boots, coat or raincoat.	Each child should wear protective clothing and select proper clothing for the weather conditions.
One should use his own toothbrush and personal items.	Make charts of personal items and their use. Discuss the items that need this special care and why a person should only use his own.	Each student should form habits which will eliminate the use of other persons' toothbrushes, combs, ear plugs, etc.
Eye and ear infections can be very serious. As soon as infection occurs one should seek medical attention.	Discuss the seriousness of eye and ear infections and complications.	The student should have respect for the sensitive organs and know of their importance in everyday living.
Periodic health appraisals are desirable.	Discuss dental certificates. Discuss health appraisals and the	The student should know the importance of having a physical examination

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	reason students should be concerned about his health status.	or appraisal periodically.
The doctor, nurse, dentist and all members of the health team are our friends and helpers.	Have a doctor or nurse visit the classroom and discuss their role in health. Discuss common medical equipment and supplies and have examples present if possible. Make a class visit to the school nurse's office or county health center. Have students act out a trip to the doctor.	Each student should establish a trusting relationship and positive attitude toward doctors, nurses, dentists, dental hygienists and all members of the health team.
There are many different types of doctors. (Specialists, general practitioners and veterinarians)	Arrange a visit to the veterinarian's office if possible. Discuss chiropractors and their training as compared to that of a M.D. Discuss cults and quackery.	Children need to know that the word "doctor" has many meanings and there are many doctors for many specific areas.
One should be aware of the many misconceptions concerning health and disease. Superstitions may be a basis for this.	Discuss misconception that fish is brain food. Discuss misconceived remedies.	Each student should become aware that many so called cure alls have no scientific basis.
One should not take medicine except when given by an adult.	Discuss the different rules each pupil has at home concerning medicines. Discuss the dangers of sampling medicines.	The student should learn he should not take any form of medicine unless administered by an adult.
Some diseases can be prevented by immunization.	Discuss some of the diseases the pupils have had immunization for.	The student should learn the diseases that are controlled by immunizations.
One should learn to accept immunizations for preventive measures.	Use role playing to give more realistic experiences. Share past experiences of immunications. Discuss	Each pupil should know the importance of immunization as a preventive method.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	some of the shots the students were required to take before entering school.	
One should express concern and respect for the sick.	Write get well notes to classmates who are sick. Make seasonal cards, baskets, etc., for hospital.	Each student should realize that sick persons need special consideration.
One should show responsibility for the health of others.	Have the group formulate health rules. Cite examples in everyday classroom situations. Discuss the responsibility for prevention of disease spreading.	The student should learn that the well being of others is very much dependent on everyone in society.
Some animal bites need medical attention.	Discuss different animals and the implications of their bites. Refrain from petting strange animals.	Each student should know which animals can carry rabies and other infectious diseases. Know protective measures to prevent animal bites.

environmental, community & national health resources



kindergarten
through grade three

LEARNING BLOCK THREE

ENVIRONMENTAL, COMMUNITY AND NATIONAL HEALTH AND RESOURCES
K-3

The primary student should begin to learn of his community, its role in the total life of the individual and the services and opportunities offered by the community. This block could easily be correlated with social sciences.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Americans enjoy a variety of foods from different nations and different sections of the United States. Food is prepared in various and sundry ways in keeping with the customs of peoples from the different areas of the world.	Have each pupil bring examples or pictures representing these foods. Have stories concerning the meals and foods of other countries. Make posters of foods grown around or near home.	Each student should be aware of the fact that many countries have different diets and learn the reasons why their eating habits differ due to the foods available.
Food growers, processors and distributors play an important role in an individual's daily life.	Have a farmer or food processor come in and discuss his role in the food market. Show film (4007) "Dairy Farm" (Second edition) - 16 min. Show film (5459) "Farm Family in Winter" - 15 min. Show film (4866) "Farmer" - 15 min. Show film (4702) "Story of Peggy at the Farm" - 16 min. Show film (855) "Miller Grinds Wheat" - 11 min. Show film (1392) "One Day on the Farm" - 11 min. Show film (554) - "Judy Learns about Milk" - 10 min. Visit a farm or have children who live on a farm discuss farm life.	Each student should be aware of the way foods are prepared for eating other than by cooking, and those persons who have a part in this process.

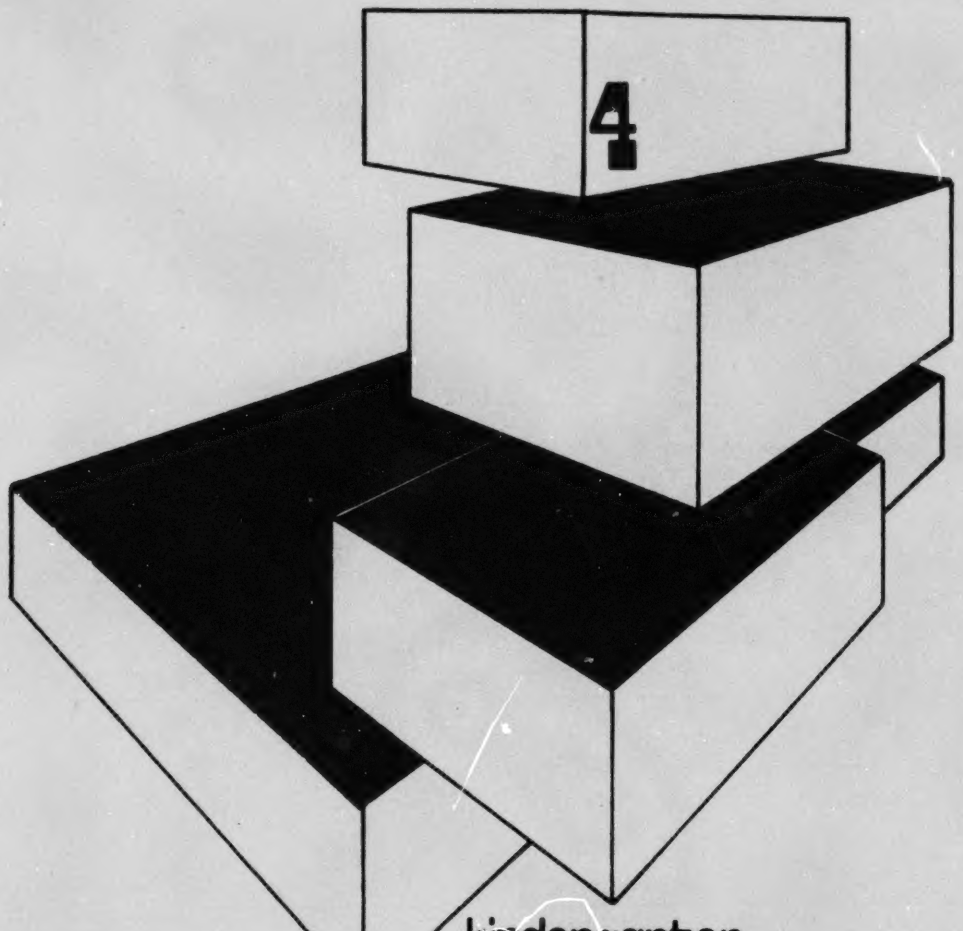
CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Discuss food processing.	
Many foods can be grown in the individual's home area, while many food products are transported from many parts of the world.	Bring in examples of locally grown products. Discuss the pertinent factors of why this is grown here, other places it is grown and what factors are involved in the production and growth of the product.	A student this age should know some of the foods grown locally and why they can be grown in this particular locale.
There are many businesses in our community which process and distribute various products to satisfy the individual, family and group needs.	Make a model of the town or community. Discuss each business, why it exists, what it does and how it helps us. Show film (1964) "Stores in our Community" - 10 min. Use empty cartons, bottles, etc., and set up a mock store. Discuss areas of the store and what related products will be found. Visit a new "plaza" in your community. Describe the variety of stores and their products to the class.	Each student should learn that a community is made up of many cooperating agencies and businesses and that all need to work together to insure quality products to satisfy the needs of all.
Each child should be cognizant of the available health services and their location in the community. The child should have an appreciation of the roles of doctors, dentists, nurses and technicians, how they may be utilized and how they relate to the welfare of all members of the community.	Discuss the role of the health department as compared with a doctor's and dentist's office. Discuss the need for these helpers. Show film (953) "Healthy Families" - 11 min. Show film (391) "Doctor, The" - 10 min. Show film (731) "Community Hospital" - 11 min. Draw pictures of these helpers. Discuss the role of doctors, dentists and nurses in a community. The student should know the name and location of his family doctor and should	Each student should understand why physicians, dentists, nurses and technicians are needed. Stress the importance of visiting the doctor or dentist when the need arises.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	consider doctors and dentists as friends and helpers. Let the students share the experiences of going to doctor and dentist. Stress the knowledge a doctor or dentist must acquire.	
Policemen and firemen are helpers who protect children, their homes and their families.	List phone numbers of police and fire department. Ask the students to post the numbers at home and school. Discuss how policemen and firemen are trained, why they need training and the amount of time involved in this training. Visit the police and fire departments. Show film (110) "Fireman" Second edition - 11 min. Show film (177) "Chimp, the Fireman" - 8 min. Show film (1673) "Helpful little Fireman" - 11 min. Show film (1030) "Firehouse Dog" - 10 min. Show film (1995) "Night Community Helpers" - 11 min. Show film (5457) "Policeman, The" Second edition - 16 min. Show film (689) "Firemen--on Guard" - 11 min.	Each student should understand the roles of the fireman and policeman and know what to do in case of fire, theft or other emergency. Each child should learn the value of telling his parents or the police, if necessary, whenever a stranger bothers him. He should learn that the policemen and firemen are his best friends.
Sanitation services in the community consist of the collection and treatment of garbage and refuse, the cleaning of streets and many other services which help make a community more healthful and liveable.	Let the student watch a garbage truck come to school. Discuss how garbage and rubbish is handled in the community. Have a clean-up week and stress sanitation and cleanliness. Show film (965) "Community Keeps House" - 10 min. Talk about and discuss all community services and their	Each student should be aware of the needs for community and school sanitation and the hazards of unclean and unkept buildings and streets. Each student should know the reasoning behind not being a "litterbug."

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	functions.. Discuss means of cooperation with those agencies. Show film (796) "Community Keeps Healthy" - 10 min. Show film (1407) "Let's be Good Citizens in our Town." - 10 min. Show film (1919) "What our Town does for Us" - 11 min. Show film (1481) "Visit to the Waterworks" - 11 min. Show film (1641) "Water We Drink, The" - 9 min. Show film (1874) "How Water Helps Us" - 10 min. Show film (1675) "What is a Neighborhood?" - 11 min. Show film (396) "Neighborhoods are Different" - 11 min.	
Recreation serves one of life's needs. It is imperative that communities be responsible for supplying facilities, trained leadership and other services, so that one may learn to relax and dissipate pressures and make living more worthwile.	Discuss the local park and recreation facilities. Discuss the need for good facilities. Visit a park. Discuss the role of recreational facilities, how one uses and cares for them. Share experiences of days at the park. List facilities, equipment and some of the services of recreation areas in the community. How can one help to make the parks more serviceable to the people in the community. Have children list hobbies and other activities they have learned by participating in activities on a playground or in camp.	Each student needs to be aware of the recreational facilities in the community and how to use them. He also needs to be made aware of the importance of wholesome recreation.
Without water and air human life would not continue.	Discuss the ways in which water is used by man in the home, industry, recreation and food production.	Understand that many people work to keep water and air safe. There is also a need

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Illustrate and discuss, using pictures of ponds, lakes, rivers and reservoirs, safe sources of water for drinking and recreation. Observe what happens to water in vases and aquariums if it isn't changed regularly. Use a microscope. Compare it to clean water. Demonstrate how air particles (molecules) too small to see, carry aromatic material (perfume). Discuss air pollution caused by smoke from automobiles, industry and open air refuse burning. Observe noise levels by measuring decibels. Have the telephone company demonstrate a special instrument which detects levels of sound. Discuss how one feels in a noisy situation vs. a quiet one. How can children work together to maintain a healthy environment? List the people at school who contribute to a healthy environment. Have students listen to a television weather report and observe temperature and smog levels. Show film (227) "How Quiet Helps at School" - 11 min. Show film (1874) - "How Water Helps Us" - 10 min. Show film (1919) "What our Town Does for Us" - 11 min.	for the control of noise since noise is a large part of the pollution problem.

nutrition & health



kindergarten
through grade three

LEARNING BLOCK FOUR

NUTRITION AND HEALTH
K-3

The primary child should develop good eating habits, a positive attitude toward trying different kinds of food; understand that food is necessary for growth, energy and heat; and should learn to make the entire eating process a pleasant, beneficial and wholesome experience.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
In this country it is customary to have three meals a day, breakfast, lunch and dinner. Discriminate selection of foods is essential for an adequate diet as some foods are more nutritional than others.	Keep charts on meals eaten, the time they were eaten and the types of foods each child eats. Compare these and discuss the three meals we think of as being the basic meals each day. Learn breakfast varieties. Discuss trying new foods. Stress the importance of breakfast. Discuss the time and place for lunch. Discuss varieties of lunches. Go over importance of proper food selection for all meals. Talk over the variety of food available for good dinners and the significance of nutritional dinners. Discuss how much time, work and planning must go into balanced meals.	Each student should be aware of the three basic meals and the types of foods usually eaten during each. Each student should know of the importance in planning well balanced meals and understand why mothers must play an important role in planning and preparing a well balanced meal.
There are many foods that help to make the body strong. Food is important	Discuss diets and the important role food plays in growth, energy and heat. Discuss foods that build	Each student should understand (in addition to) rest and exercise, food is needed for

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
for the development of growth, energy and heat.	strong bones, muscles. Group pictures of foods, and discuss what significance these foods have on growth.	continuous growth; that a balanced diet is necessary for acquiring energy for the body and that heat is needed so that proper body temperature may be maintained.
A balanced diet consists of a variety of foods. It is important for children to try different kinds of foods and learn their names.	Discuss favorite foods and the foods least liked. Discuss the importance of some foods which the children may not like. Discuss how parents and school food service managers select foods and why they select certain foods. Show film (1698) "Eat Well, Grow Well" - 11 min. Play games such as restaurant game. (Set table and order various foods from a waiter or a cook.) Discuss the foods eaten by class members. Discuss today's lunch menu. Cut out and display pictures of a balanced meal. Show film (1223) "Good Eating Habits" - 11 min. Show film (1728) - 11 min. "Why Eat Vegetables." Let the students tell why they like or dislike a certain food. Tell where the food grows and what nutritional value it has.	Each student should understand that the school food service supervisors and parents usually know quite a bit about food selection.
Food may be classified into four major groupings.	Discuss the following. . Dairy products provide many necessary foods. . Meat and fish are important to a person's diet.	Each student should know that foods can be grouped, and each is an important part of the daily food plan, all working together for good nutrition.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	. Fruits and vegetables are important in maintaining a balanced diet. . Breads and cereals are necessary for a balanced meal. Visit a supermarket. Report on what was observed. Send for Dairy Council Posters, etc.	
Milk is an excellent food that helps to keep the body healthy ans strong.	Discuss how milk helps build strong teeth and bones. Discuss different foods made from milk.	Each student should know that milk helps build strong bones and teeth, and that calcium found in milk is essential to strong maximum growth.
All living things need food and water. Water in the diet is necessary for regulation and proper functioning of the human body.	Discuss the role of water in digestion and maintenance of body. Demonstrate proper use of the drinking fountain to encourage proper water intake. Discuss how plants get their food from water, sunlight, air and soil. Different plants have different needs for nutrients and water. Show film (1345) - 9 min. "Water." Show film (1300) - 10 min. "Water."	Each student should know the important role of water in the growing of plants and its function in regulating the processes of the human body.
Exercise contributes to the efficient functioning of the body. Exercise aids the digestion, assimilation and elimination processes of the body.	Discuss how exercise causes rapid heartbeat and the significance this has in circulating food to the body cells. Demonstrate the effects of exercise on digestion, assimilation and elimination.	Each student should know that physical activity is one way to achieve total fitness; he should know, too, the importance of exercise and proper diet and how these components help him to grow and increase

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Emphasize that like the clock which runs down if not wound, one's body runs out of energy and needs to be refueled at intervals. Show film (1698) "Eat Well, Grow Well" - 11 min.	his strength and endurance.
When one works or plays he uses up energy. Then he gets hungry and needs to eat food to give him more energy.	Discuss how the child feels when he is hungry. Ask the students to give personal experiences concerning hunger. List on the chalkboard the symptoms of hunger. Discuss how bears need to eat when they hibernate. One works better if he eats breakfast; babies are less chubby after they learn to crawl and walk; one is not usually hungry when he is sick; he may be very hungry when he gets well.	Each student should understand the causes and symptoms of hunger; and some of the factors which may make us hungry.
Candy and sweets should be eaten in small amounts. They furnish empty calories.	Collect and display literature concerning sweets and the teeth. Interview a dentist and have him give you literature on sweets and the teeth. Discuss how sweets cause tooth decay. Discuss why one should eat more fruit and less candy. Discuss what practices should be followed after one eats sweets? Discuss why it is better for mother to give a child an apple after school rather than a piece of cake?	The student should understand that candy and sweets are harmful to the teeth and that there are other foods more useful to the body.
Snacks between meals are an acceptable	Discuss eating between meals and the affects	Each student should know the value of snacks

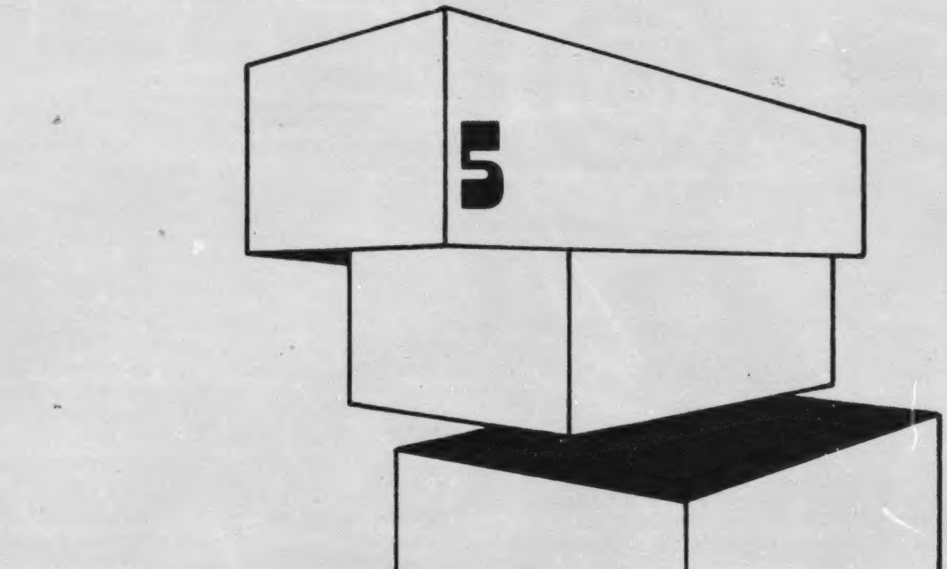
CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
practice when a wise choice of food is made.	this has for growth and energy. Make a list of foods which are acceptable as snacks. List other snack foods which do not supply the necessary calories and energy needs. Make a weekly snack chart with pictures children may place under the four food groups. Take an inventory of the children's snack habits.	between meals and the kinds of foods which are acceptable for snacks.
People eat many different kinds of foods. Some foods come from the dairy, some are grown underground and some are grown on trees and vines. The texture, preparation, cleanliness, appearance and taste are factors which help to make meals a pleasant experience.	Provide an opportunity for students to see food being prepared. Make a trip to a local farm, orchard, etc. Bring in many fruits and foods and discuss identification of them in the raw state. Visit a supermarket in the area and discuss how foods are packaged, canned, etc. Show the film (5485) "Food for the City: Produce" - 12 min. Show film (809) "Eat for Health" - 11 min. Learn the names of many different foods and be able to recognize them in their growing environment as well as in the market place after they have been prepared. Wash raw fruits and vegetables and discuss the reasons for having to clean them. Discuss germs and contaminated food. Prepare some foods for eating. Have a tasting party. Discuss the preparation of food. Get a sample of foods in different stages of preparation from the	The student should learn that preparation of food may change its appearance, taste and texture. He should realize that many foods should be eaten raw and that improper preparation, processing and refrigeration may lower the values of food.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	lunchroom and discuss the preparation of this food. Ask the school food services manager to come to your class and explain how she prepares certain foods for the children's lunch. Discuss how different people cook and prepare foods differently. Discuss cleanliness practices when dealing with foods. Show film (5304) "Food Stored" - Second edition - 13 min. Have the cafeteria manager talk to students. Visit the lunchroom during food preparation. Discuss foods found in the refrigerator and why they must be kept there.	
Certain behavior while eating is important to enjoying and getting the most out of a meal.	Show film (1854) - 11 min. "Mealtime Manners and Health." Show film (447) - 11 min. "Your Table Manners." Allow time for children to wash their hands before meals and to rinse their mouth with water afterwards. Discuss and make lists of lunchroom procedures and necessary rules. Make posters indicating finger foods, fork foods and spoon foods. Play appropriate music during lunch period. Discuss use of eating utensils and napkins. Encourage pupils to taste new foods.	The student should learn that the lunchroom should be an enjoyable place to eat, that there should be a relaxed and happy atmosphere. The lunchroom should be a laboratory to learn table manners, common courtesies and good food habits.
Food taken into the body is processed and treated by the various organs of digestion	Draw a rough sketch of the digestive organs of the human body. Discuss where food goes and what happens to food	Children should develop a curiosity about where food goes and what happens to it.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
which break the food down and eventually eliminate the products which cannot be used to build and repair body needs.	in the digestive tract. Discuss why one should chew his food well.	

For further information and suggestions of activities read "A Resource Handbook for Teaching Nutrition in the Elementary School," Dr. Fannie Lee Boyd, School Food Services, State Department of Education. (Available in each elementary school or to request a copy, write School Food Services, State Department of Education.)

personal, family, school & occupational living and health



kindergarten
through grade three

LEARNING BLOCK FIVE

PERSONAL, FAMILY, SCHOOL AND OCCUPATIONAL LIVING AND HEALTH

K-3

Primary boys and girls need to learn many skills concerning proper personal health habits. These habits have a bearing on all phases of life at home, school and at play.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
It is important to keep one's hands clean.	Dramatize the correct way to wash hands. Hands should be washed before and after snack time, after visiting the toilet and after using paints and clay. Discuss the role of soap in cleanliness. Keep charts and check for different aspects of cleanliness. Show film (1448) - 10 min. "How Billy Keeps Clean." Show film (1264) - 7 min. "Good Health Habits" Show film (1125) - 10 min. "Good Health Practices, Part 2."	Each student should learn the importance of washing his hands before eating and after using the laboratory. Learn to use soap and water and when in school, dry hands with paper towel.
It is important to bathe frequently in order to get rid of dirt and odors.	Discuss proper method of washing eyes and ears. Also discuss safety in the bathtub. Show film (132) - 10 min. "Three Little Kittens."	Each student should learn that when bathing, he should use his own wash cloth, wash with soap and warm water, and dry himself thoroughly with his own towel.
One should have his own utensils for eating.	Set table for snack time. Each child has his own straw and napkin. Slice and cut foods into individual piece before serving.	Each student should learn that sharing the same cup, glass, knives, forks, spoons and straws can spread

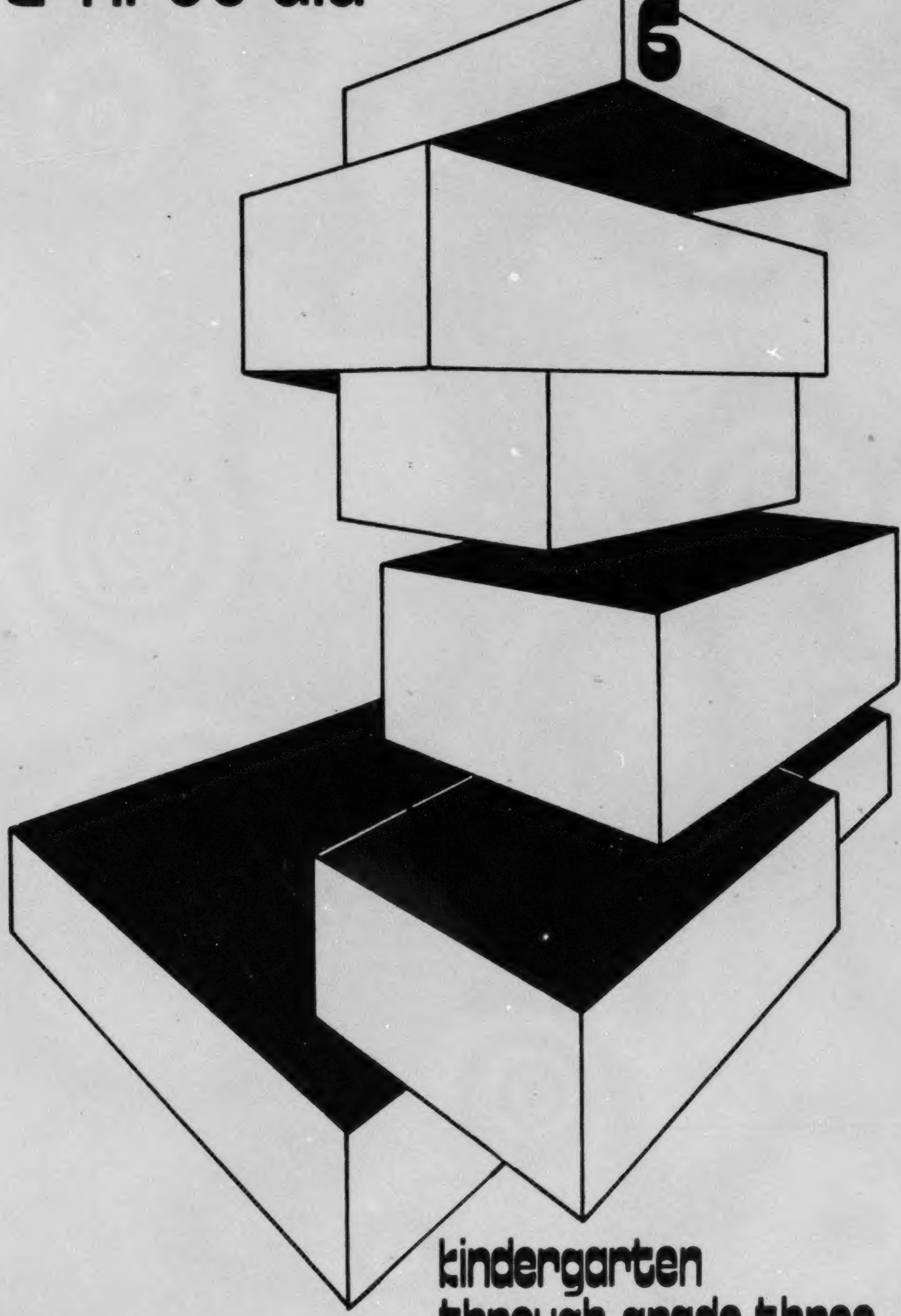
CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Discuss why one should not share eating utensils with others.	disease germs.
A proper balance of food, sleep and exercise enable the body to develop and grow efficiently.	Let the student bring baby pictures to class and discuss differences in body size, etc. Have each child keep a height and weight chart. Study various weight charts. Discuss how food, sleep and play influence growth. Discuss how illness may affect one's growth. Discuss the importance of wholesome exercise for growth and development. Let the students skip, gallop and run to music. Discuss why it is important for one to go to bed at the same hour each night. Discuss some of the routines which may help to encourage sleep. Show film (480) "Sleep for Health." - 11 min. Show film (1952) "Alexander Learns Good Health." - 10 min.	Each student should realize that his body grows and that changes in height and weight are measures of physical growth. Children of the same age vary in height and weight - some are tall, some are short, and some are thin.
Proper body care and cleanliness is necessary for the promotion of good health. Proper apparel and its care enhances appearance and health.	Discuss the proper care of skin, hair and nails. Discuss the use and care of personal toilet articles. Demonstrate the proper way to drink from a water fountain without the mouth touching the fountain. Have students study and report to class on good grooming habits. Discuss the change in dress necessary for various seasons. How should one dress for play and some social occasions? Show film (1857) "Let's Be Clean and Neat." - 11 min. Show film (1125) "Good Health	Each student should realize that it is the responsibility of the individual to promote proper body care and grooming habits. They should understand that individuals are more comfortable and attractive when good habits of cleanliness are practiced.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Practices, Part 2." - 10 min. Show film (254) "Dress for Health." - 10 min. Discuss the importance of proper fit in shoes and sox. Dramatize how to hang outdoor clothing in a locker or on a rack.	
There is an important relationship of the function of bones and muscles to movement and posture.	Review charts on skeleton and muscles. Demonstrate the relationship of skeletal system to posture and exercise. Cut out pictures of good sitting and standing posture, and place these on bulletin board. Watch sports activities on television and be aware of good posture. Discuss "Good Posture Lessens the Possibility of Fatigue." Show film (436) "Beginning Good Posture Habits." - 11 min. Demonstrate good posture by having child stand with his feet, back of knees, buttocks, shoulders and head touching or nearly touching the wall. This may be better accomplished if the abdominal muscles are pulled in, the chest lifted up, and the chin drawn in.	Each student should learn that good posture is an asset and can be improved by proper exercise.
Certain behavior while eating is important to enjoying and getting the most out of a meal.	Discuss small bites, eating slowly, elbows on table, cheerful conversation, use of utensils and noise in the lunchroom. Discuss acceptable table manners in culture v.s. other cultures? Show film (467) "Your Table Manners." - 11 min. Show film (1785) "Beginning Responsibility:	A student this age should become familiar with accepted customs and traditions dealing with mealtime etiquette.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Lunchroom Manners." - 11 min.	
All families and homes differ, but they are all alike in that they provide for one a place to live and a place where people love and take care of each other. Every person in the family has needs as well as responsibilities.	Discuss what a family is, how it begins, and how it maintains itself as a unit. Have children draw pictures of various families such as one parent, two parents, large and small, adoptions, step father and step mother and foster parents. Bring out positive aspects of each family. Have children draw pictures of ways they can help at home and what parents do for their children. Set up a housekeeping corner in which children may learn simple housekeeping tasks such as setting the table, drying the dishes, answering the telephone. Dramatize the importance of discipline, respect and authority in the family. Make a list of things parents expect from children and a list of things children expect from parents. Draw pictures of the ways each one can help develop good relations with brothers and sisters, such as courtesy and kindness. Discuss ways by which the family helps children keep healthy, develop correct health and safety practices. Make a bulletin board display of various ways families enjoy themselves. Use pictures from magazines or let children draw pictures. Study ways of planning for the arrival of a baby and how it is cared for after birth. Show film (1173) "Beginning Responsibility - Taking Care of Things."	The student should understand that happy family relationships involve working, planning and playing together, and that personal rights and responsibilities of family members should be respected.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	- 10 min. Show film (1211) "Let's Be Good Citizens at School." - 10 min.	
Proper manners and actions of boys and girls may be alike and may be different in various situations.	Discuss proper manners of young people toward adults, boys and girls toward each other, and individuals toward group members in family, school and community. Include how to accept and refuse invitations from friends. Discuss manners used when spending the night with a friend or relative. Discuss spending a night in camp and the behavior patterns needed to have fun.	One enjoys having friends visit his home and also enjoys visiting relatives and friends over night. Learning common courtesies and manners make these satisfying experiences.

safety
& first aid



kindergarten
through grade three

LEARNING BLOCK SIX

SAFETY AND FIRST AID

K-3

The primary student should recognize the importance of observing traffic regulations, understand the routines that are important for providing a safe home, develop an awareness of the importance of first aid and develop an all around sense of carefulness.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
The individual should be aware of the potential dangers around the home and school and take appropriate measures to help produce a healthful and safe environment.	Call attention to hazards and hazardous conditions. Use examples to teach recognition of these conditions. Discuss hazards that might occur in various parts of the house such as in the kitchen, bathroom, on the stairs, etc. Talk about hazardous toys. Show film (1560) "Safety with Electricity" - 10 min. Show film (1012) "Let's be Safe at Home" - 9 min. Show film (1039) "Let's Think and be Safe" - 10 min. Show film (4883) "Safety in the Home" 3rd ed. - 12 m min. Show film (1018) "How to Have an Accident in the Home" - 10 min. Show film (1931) "Primary Safety: In the School Building" - 10 min. Discuss the part the child plays in maintaining his personal safety and that of others. Discuss the danger involved in playing around old refrigerators and with plastic bags. Emphasize the danger of playing with sharp knives, scissors and other pointed objects.	Each child should begin to develop a safety awareness and learn to be concerned about safety in the home as well as at school.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Children should be made aware of traffic regulations set up for their safety.	Discuss the ways to approach the hazardous areas. Discuss the different ways pupils come to school and how to choose the best way. Show film (1529) "Safety in Winter" - 11 min. Show film (561) "We go to School" - 9 min. Show film (1325) "School Bus and You" - 11 min. Show film (434) "Safety on the School Bus" - 10 min. Make posters that depict safety rules for bus safety. Discuss these rules and practice the rules. Call attention to safety practices as situations arise. Show film (742) "On your Own" - 10 min. Show film (4246) "School Safety Committee" 13 min.	Children should learn the skills involved in getting to and from school safely. They should understand safe behavior on school buses. They should appreciate the role of the policeman, parent aides and patrol boys so that they may cross streets safely.
Positive attitudes and practices are necessary for pedestrian safety. The responsibility for safe conduct of a child to and from school is shared by the home, community and school.	Discuss the importance of traffic signals. Discuss how to cross an unmarked intersection. Read stories concerning traffic signals and their role in pedestrian safety. Dramatize situations of concern. Show film (5016) "Let's Stop and Go Safely" -18 min. Show film (567) "Safety on the Street" - sec. edition - 11 min. Have police officer visit classroom. Dramatize situations dealing with all aspects of traffice safety. Show film (695) "Walking to School" - 10 min. Construct traffic light using colored aides on black poster paper. Play the "traffic light game" by allowing children to march around room and stop when color on traffic light is	Each student should be able to cross streets safely showing caution and respect for the hazardous conditions existing near moving cars. Each child should learn to follow instructions of police officers and show respect for their judgment.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	red. Stress the fact that children cross streets and highways only at intersections under guidance of the patrols or police. Draw a map showing school boundary lines and the location of safety patrol posts.	
Safe operation and proper maintenance of bicycles contributes to accident prevention.	Show film (1084) "I'm No Fool with a Bicycle" - 9 min. Show film (648) "Safety to and from School" - 10 min. Show film (1903) "Bicycle Safety Skills" - 11 min. Show film (850) "Monkey Tale (Bicycle Safety)" - 9 min. Show film (1517) "Seven Rules of Bicycle Safety" - 7 min. Write to local governments and find out traffic codes and regulations concerning the use of bicycles. List on the chalkboard the rules for safe riding practices.	Each student should learn safety skills involved in bicycle use.
Play can be more fun if it is controlled. It is important to follow certain rules when using playground equipment.	Talk about things on which children climb on the playground. Are these safe or not? Discuss the causes of playground accidents. Be sure children are aware of proper procedures for playing on playground - waiting for turns and sharing the equipment. Take children on a safety walk around school pointing out safe as well as dangerous places to play. Demonstrate how to use slides, swings, teetertotters and other equipment on the school playground and community recreation areas. Discuss running and falling hazards in school and on the playground. Discuss the body in motion, speed vs control, etc. Show	Each student should learn good safe habits and attitudes toward play, play areas and playground equipment.

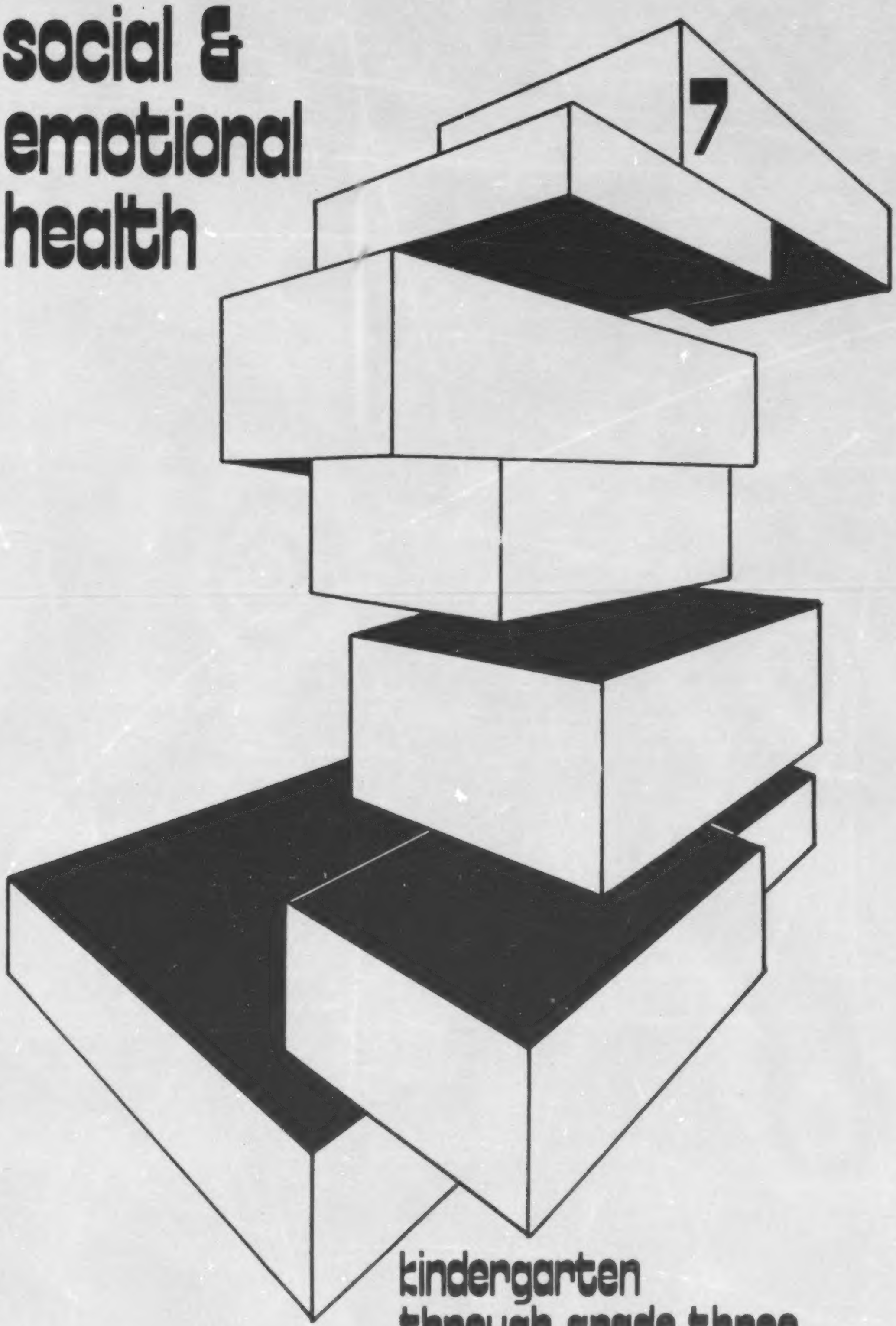
CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	film (458) "Playground Safety" (Second edition) - 11 min. Show film (308) "Safety Adventures out of Doors" - 11 min. Show film (1930) "Primary Safety: On the School Playground" - 10 min. Show film (4790) "Safety on the Playground" (second edition) - 14 min.	
A major cause of accidents is carelessness with matches and fire.	Observe fire prevention week by visiting a nearby fire station or by having a fireman visit your class. Demonstrate how to act in case of a home fire, getting out of the building, alternate routes, getting brothers and sisters out, getting adult help and calling the fire department. Demonstrate how one rolls up in a blanket or just rolls slowly on ground to smother the flame if his clothing is on fire. Demonstrate out-of-doors how to build a fire with wood and matches. Discuss ways to make sure fires are out. Have boy or girl scouts discuss their cooking and campout experiences. Have student review material on "Smokey the Bear" program and report back to class. Discuss ways to keep the countryside green and how to prevent forest fires. Show film (1341) "Fire" - 10 min. Show film (1457) "Fire Exit Drill at our School." - 10 min. Show film (1083) "I'm No Fool with Fire" - 8 min. Show film (5343) "In Case of Fire (Fire Drills and Fire Safety)" - 20 min. Show film (7461) "It's No Picnic" - 28 min. Practice dialing the local fire department's phone number,	Each student should gain considerable knowledge about fire, its uses and the hazards involved with its use.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	with the button held down on the phone. Stress the rules regarding misuse of this privilege and the importance of accurate reporting. Discuss the importance of having the fire department telephone number readily available.	
All electrical appliances may be used by children only with adult supervision.	Discuss simple safety rules regarding electric light cords, sockets and the use of small appliances. Discuss danger of turning on lights or touching electrical appliances when hands or feet are wet. Discuss electrical storm hazards. Prepare a skit on fire and burn prevention dealing with matches, electricity and combustible materials in the home. Discuss the safety rules which should be observed when one changes a light bulb or uses a toaster. Show film (1018) - "How to Have an Accident in the Home" - 10 min. Show film (1560) "Safety with Electricity" - 10 min.	An understanding of the potential and dangers of electricity is important in establishing a safe home atmosphere.
Water sports can be fun when safety rules are followed.	Invite a swimming teacher to speak on water safety. Discuss water and its hazards. Make posters showing the hazards involved in water sports. Paint scenes showing safety at the beach. Show film (1037) "Let's be at Home in the Water" - 10 min. Discuss boating safety and the desirable behaviors while one is on or near water. Discuss and emphasize the need	Each student should learn how to swim and practice rules of water safety, such as, swimming only where a life guard is present; always swim with a buddy and diving only where it is safe to dive.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	for each child to learn to swim.	
There are harmful substances in certain plants, animals and products which one should become aware of.	Make skull and crossbones and discuss the significance of the symbol. Discuss some of the basic household aids that are poisonous and cautions concerning their misuse. Point out safety rules related to the medicine cabinet. Its use is confined strictly to adults. Make drawings of poison oak and ivy leaves and discuss where these are usually found. Read from books about these plants. Discuss remedies for these. Discuss "Leaves of Three, Let Them Be." Talk about animals that may be harmful at times. Give reasons why one shouldn't pet strange animals. Children may tell of instances where this proved true. Bring pictures and relate stories concerning incidences where animals have reacted to strangers. Show film (4917) "Safety with Animals" - 13 min.	Each student should know that there are poisonous substances in and around the house and that they must avoid and not use these items. They should be able to recognize poisonous plants in their area and learn to avoid contact with strange animals.
Safety rules must be observed at the workbench. All tools should be kept in a special place.	Display a number of simple tools. Allow children to relate how the misuse of these tools would be dangerous. Point out the benefits derived from the proper use of tools. Show film (1524) "Safety with Everyday Tools - 11 min. Show film (332) "Safe Use of Tools" - 8 min.	Students this age should be able to use simple tools with a degree of success without danger of injury.
In case of an accident, call the	Find out and list telephone numbers of the police,	Each student should learn that in an

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
police, a doctor or an adult for help.	family doctor, the hospital and the fire department Discuss the dangers in moving an injured person. Find out the proper method of calling an ambulance. Visit nurses' offices to see how school injuries are cared for. Show film (742) "On your Own." - 10 min. Show film (2000) "Telephone for help." - 10 min.	emergency, an injured person may be helped by keeping him comfortable and warm. Do not try to move him; make sure he has plenty of air to breathe and secure medical assistance.

social & emotional health



kindergarten through grade three

LEARNING BLOCK SEVEN

SOCIAL AND EMOTIONAL HEALTH

K-3

The primary student should learn skills and behaviors which will make for more wholesome social and emotional health. Mental health combines a reasonable degree of self-knowledge with the ability to manage one's environment in a satisfying and growth producing way.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
In society, everyone must accept some responsibility for getting things done.	Emphasize that one responsibility each child must accept is doing his homework. Play games that involve situations where a child can practice leadership. Discuss certain responsibilities of teachers and parents. List some of these responsibilities of parents. Discuss some of the responsibilities that have been given to children by parents. Show film (1689) "Beginning Responsibility: Doing Things for Ourselves in School" - 11 min.	Each student should learn his individual and group responsibilities he has in daily living and a willingness to accept these responsibilities.
A sense of belonging and adequacy is necessary for the individual's adjustment to the demands of daily life and for establishing satisfactory relationships with others.	Let the children describe what one must do to have friends. Assign several class leaders to be pals to new members in the class. Read poems and stories about making friends. Act out situations that illustrate art of making friends. Group work or use of playground are both times that will present many	Each student should understand that the development of certain social skills is a part of growing and that these, along with other skills, allow one to interact with others in mutually agreeable and satisfying ways. The child should realize that as his circle of friends

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	opportunities for the child to learn to work and play with others. Show film (651) "Getting Along with Others" - 10 min. Show film (4470) "Children at Work and Play" - 18 min. "Buddy system" works well for new students during playground free play period. Set up hypothetical situations where students can exercise skills in being considerate of others. Discuss everyday situations which arise where the child may be considerate of others. Show film (1893) "Kindness to Others" - 10 min. Show film (4193) "Johnny Learns His Manners" - 18 min. Show film (1212) "Let's be Good Citizens at Play" - 9 min. Teachers must teach this concept in daily classroom activity. The worth of the individual must be entered in all teacher-pupil relations as well as pupil to pupil relations.	and relatives expand, he will find increasing satisfactions and irritations.
It is important for children to learn that everyone needs help at one time or another, and that helping each other can be pleasant.	Emphasize that the child who is having trouble needs understanding. Talk about those who need help. Discuss ways class can participate in helping others. Thanksgiving and Christmas are excellent occasions for projects. A class can make Easter baskets filled with candy and send to children's wards in hospitals at Easter. Show film (1213) "Let's be Good Citizens when Visiting" - 10 min. Senior citizens enjoy visits by children.	Each student demonstrates an understanding of other children and shows appropriate behavior in helping those who need help.
It is important to learn how to share and respect the rights and property	Share some pleasant experiences with class. Use puppets to show how an unselfish child acts as he	Each student should realize the need for sharing materials, toys and facilities with others.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
of others.	plays with others. Discuss getting along at physical education time, such as taking turns, not "crowding in." Talk about sharing, being responsible, making friends. Show film (1356) "We Play and Share Together." - 10 min. Have children make up a story about "A friend is someone who likes you." Discuss respect for the property of others. Discuss respect for the safety of others. Present many situations for the student to work in groups. Discuss group participation and the responsibility a person has as a group member. Show film (300) "Beginning Responsibility: Rules at School" - 11 min. Show film (1131) "Manners at School" - 10 min. Show film (445) "Manners in Public" - 11 min.	
Being alone sometimes is important.	Discuss the importance of doing some things alone such as reading a book, listening to music, drawing a picture or just sitting and thinking. Provide for experiences for children in which they can do activities alone. Provide activities where children can work alone. List individual hobbies and special interest for this age group. Emphasize that children can be happy working or playing alone. Observe a quiet period in the classroom after lunch. List some of the activities a child can participate in alone.	Each student should learn to refrain from interrupting other children who are busy with individual projects and should wait for an appropriate time to join them.
Feeling sad and happy are a part of life; one's adjustment to these feelings in	Have the children talk about times when they were sad or happy and the causes for their feelings. List some	Each student should learn that life offers joy and pleasure and sometimes sorrow

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
ourselves and others is most important.	of the things one can do when he feels upset. Discuss how to help other people when they are sad. Dramatize feelings of gladness, happiness and angriness. Talk about "tackling" problems and overcoming obstacles that may seem to be dead ends. Show film: (5130) "Ways to Learn." - 14 min.	and unpleasantness. Sometimes when one becomes upset, play helps him to forget his problems.
Everyone is different. Each can do certain things well - better than others.	Have children demonstrate things which he can do now that he could not do when he was younger. Compare specific differences in pets, flowers and people. Bring in pictures of children participating in a variety of activities. Have children list his own strengths and weaknesses. Have students bring to school some of the things he has done at home such as sewing, painting, crafts, etc. Develop displays of children's work.	Each student should learn to be proud of the things he does well. He should know that we all have strengths and weaknesses and that a child must accept these and strive to strengthen those weaknesses which tend to hold him back.
Everyone at some time meets success and failure.	Discuss famous baseball players such as Mickey Mantle, Hank Aaron and Willie Mays, how they accept defeat and how they act when they win. List rules of conduct for winning or losing and place these on the class bulletin board. Have class define good sportsmanship. Discuss competition and cooperation.	Each student should learn that a winner should share his victory with those who assisted him in attaining it. A loser should compliment the victor and be able to accept defeat gracefully.
Leadership experiences should be provided.	Place each child at some time in the role of a leader in the classroom or on the playground.	Each student should have an appreciation of leadership and should participate in activities which

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Discuss the qualities of a good leader. Have a student describe the best way to stop a quarrel. Discuss the difference between arguing and expressing an opinion. Discuss how working and playing with others helps one to understand himself. Discuss the meaning of the "Golden Rule."	require him to lead as well as to follow.
Things go well in a family when everyone does his part.	Have students write brief papers on "Why my family is important to me." Draw pictures of happy children in a family situation. Discuss why it is important for children to learn to talk things over with their parents, to enter in family activities and to be a good helper at home. Use pictures of members of family on flannel board. Make booklets on "My Family." Child should learn that many people may be included in one's family relationship and all have duties and responsibilities. Show film (586) "Appreciating our Parents" - 11 min. Show film (1214) "Let's be Good Citizens at Home." - 8 min.	Each student should understand the importance of contributing to cooperative and pleasant family relationships.
The family meal should be a happy occasion and a wholesome experience.	Have a pretend meal and discuss do's and don't's at mealtime. Make up situations that will confront a child at mealtime and use the reaction as an aid to learning. Show film (1854) "Mealtime Manners and Health" - 11 min. Talk about the	Each student should know that mealtime is not the occasion to bring up controversies or to fuss and pout. He should realize that a pleasant meal is a good meal for all concerned.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	reason the mealtime should be a happy time.	
There are times when a person must follow directions of those who are in charge. The adult should be consulted when help or advice is needed.	Place on the chalkboard pictures of adults who can help in times of emergency. Discuss the reasons why students listen to adults whom they like and trust. Guide students in developing the concept that adults are their helpers. Adults may assume role of leadership in directing decision-making. The child may participate in making decisions. Show film (5457) "The Policeman (second edition)" - 16 min.	Each student learns that careful consideration should be given to the advice or help of trusted adults because their experience is far greater than that of children. The advice and recommendation of a parent or teacher are based on love or understanding.
The child should be extremely cautious of strangers and should not walk, ride or accept favors from them.	Cite examples of how children have been picked up by strangers and the outcome. Discuss reason for not accepting rides from strangers and some rules to follow if the child is confronted by a stranger. Show filmstrip "Patch the Pony" - 15 min. Show film (691) "Say No to Strangers" - 10 min. Show film (1607) "Dangerous Stranger" - 11 min. (Preview before showing). Show film (990) "Strangers" - 10 min. Talk about dangerous places to be alone.	Each student should learn the value of telling parents or the police whenever a stranger bothers him.
The responsibility for the caring of pets should be the job of children in the home.	List animals that make favorable pets. Let the children draw pictures of their pets and use on bulletin board. Have students write stories on care of pets. Make models of pets out of clay. Prepare chart stories on all types of pets.	Each student should know that pets need kindness and care as do humans. The primary child should learn to care for and feed his own pets.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Let students make scrapbooks. As culminating activity, have a pet show. Choose a master of ceremonies. Have children showing pets wear badges. Some faculty members may serve as judges. Invite parents to the show. Give blue, red and white ribbons for 1st, 2nd and 3rd prizes. Show film (1202) "David and the Puppy" - 10 min. Show film (5450) "Care of Pets" (second edition) - 13 min. Show film (1915) "Polly, the Parrott" - 9 min. Show film (601) "Frank and His Dog" - 6 min. Show film (4795) "Our Dog Show" - 15 min.	

structure function & body care

kindergarten
through grade three

LEARNING BLOCK EIGHT

STRUCTURE FUNCTION AND CARE OF THE BODY

K-3

The primary school boy and girl should have an intelligent understanding of the human body and its functions. This information becomes meaningful and revelant to the learner when he is helped to relate it to his life, now and in his future years.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Proper foods, plenty of sunshine, rest and exercise are needed for growth.	Have students participate in some vigorous activities out-of-doors. Discuss how vigorous exercise forces one to breathe fast and deeply right after exercise. Have children count pulse rate before and after a strenuous activity. Discuss why children must have more sleep than adults. Discuss why well balanced diet is important. Let students make clocks with movable hands and set the clocks for bedtime, rising or play time. Have children keep a two-week record of hours they sleep.	Each student should know that certain factors such as sunshine, exercise, rest and food determine their growth patterns.
Heredity plays a part in growth.	Have each student bring pictures of parents and if possible grandparents and compare likeness and difference to himself. Discuss why differences in the rate of growth of children even of the same age are normal and should cause no worry to the child.	Each student should realize that height and weight may be affected by one's genetic structure, nutritional status and illness history. Different combinations of these produce different sized persons.

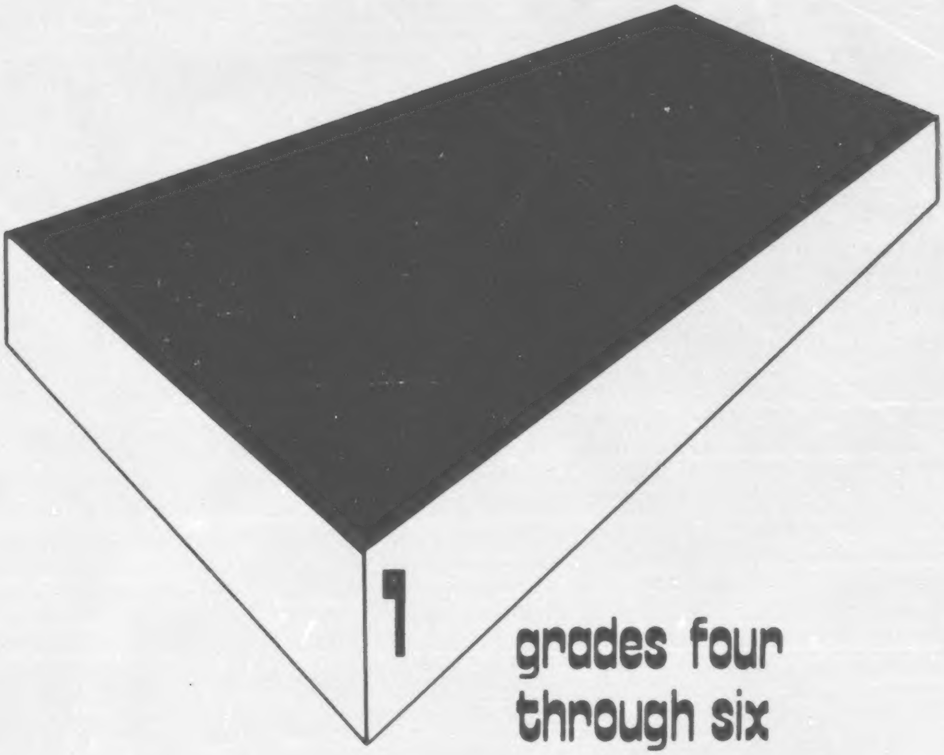
CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Emphasize how heredity plays an important part in influencing growth patterns. Have a chart for each child which describes height and weight at intervals. Relate growing to growth of pets: pets need sleep, rest, food and exercise. Relate growing to growth of seeds and plants. Discuss how a sickness may influence growth. Have children of same age, but with height and weight differences come to front of room to illustrate differences in size, etc. Show film (335) "Growing Up Day by Day" - 11 min. Show film (1267) "Exploring Your Growth" - 10 min.	
The body has special abilities called the senses. The eyes, ears and nose are sense organs.	Have pupils tell in their own words how they think their eyes, ears and nose help them to find out about things. Make a bulletin board showing pictures of children's favorite things to see, hear and smell. Discuss the dangers of rubbing the eye if something gets into it, playing with sharp objects, throwing rocks or sand at others, not watching where one is running or walking. Explain reason for not digging into the ears. Demonstrate correct way to blow the nose so that you will not damage the ear. Have children make safety posters. Ask the school	Each student should realize that the eyes, ears and nose are three of the sensing mechanisms which enables man to see objects, to hear sounds and smell odors. He should know that these organs are delicate and can be easily damaged.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	nurse to talk on eye and ear care. Examine plastic models of eye, ear and nose. Let students play "Guess What" by feeling and smelling specific differences in texture and odor of objects with closed eyes. Cite how the Indians put an ear to the ground to hear better or how some animals have a wider range of hearing and smell than others. Classroom teacher or nurse should screen pupils using the Snellen Eye Chart. Discuss eyes and use of television. Check your classroom with light meter. Show film (978) "Ways to Find out" - 10 min. Show film (1261) "See Better: Healthy Eyes" - 10 min. Show film (1712) "Our Wonderful Eyes and Their Care" - 11 min. Discuss noise and how it effects the ears.	
Accidents, diseases and other disorders often leave people handicapped so that they can not live and function normally.	Discuss Helen Keller and others who have overcome handicaps. Emphasize that it is rude to make fun of a handicapped person. Discuss and demonstrate how to be friendly to a handicapped person. Make suggestions of how certain handicaps could have been prevented. Discuss necessity of cities providing proper facilities for people in wheelchairs so that they may move around like normal persons. Visit	Each student should understand that children can help handicapped individuals to feel accepted in society.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	home for crippled children and observe treatment.	
Babies need care and protection.	Bring pictures to show that babies come from eggs which grow inside the mother or from those hatched outside the body. Read stories a about animal babies. Emphasize that human babies have the same needs of older children - a variety of foods, cleanliness, clothing, safety and love. Have a nurse tell about the importance of immunization for childhood illnesses. Let a student tell about a visit to his doctor or to a clinic. Talk about the rapid growth of human and animal babies. Show film (610) "Frisky, the Calf" - 8 min. Show film (881) "Little Animals" - 11 min. Show film (1008) "Living and Growing" - 10 min. Show film (1644) "Farmyard Babies"- 10 min. Show film (336) "Mother Deer and Her Twins" - 14 min. Show film (5015) "Happy Little Hamsters" - 14 min. Show film (1418) "Farm Babies and Their Mothers" - 11 min. Discuss the differences in the care by mothers and fathers of humans and the parents of different animals and birds.	Each student should understand that babies come from eggs and need food, sleep, exercise and care for growth.
Oral neglect reduces the effectiveness of baby teeth as well as that of permanent teeth.	Draw pictures of teeth showing cross section of inner structure. Save and observe primary teeth as lost by class members. Note cavaties, stains and any part of root that is left.	Each child should understand the importance of brushing the teeth and the role of the teeth in eating, speech and appearance.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Discuss tooth decay can be prevented or controlled. How? Tell why one should go to a dentist. Discuss practices harmful to oral health should be avoided, such as thumb sucking, pencil chewing, nail biting and excessive eating of sweets. Show film (257) "It Doesn't Hurt" - 9 min. Show film (1829) "Tommy's Health Teeth" - 11 min. Show film (4379) "Tommy's Day" - 14 min.	
The human body is often referred to as a machine.	Make comparisons with any mechanical device and note the need to keep each part in sound working order. Illustrate how damage to the entire mechanism can occur if any one part is damaged. Demonstrate by picture drawings or other visual aids all the body systems. Prepare bulletin board display of body systems. Illustrate the basic mechanics of a pump and show its similarity to the human heart. Compare the circulatory system to a community water system. Discuss how muscles enable the skeleton to move. Demonstrate this by having the children feel the muscles in their upper arm when they lift or put down a heavy object. Discuss how proper care of the body adds to effective living.	Each student should have knowledge of the structure and function of body systems and their relation to the total function of the body.

alcohol, tobacco, drug use & abuse



grades four
through six

LEARNING BLOCK ONE

ALCOHOL, TOBACCO, DRUG USE AND ABUSE
(REFER TO SEQUENTIAL UNIT)

4-5-6

The object of this block is to help the child gain knowledge about alcohol, tobacco and substance abuse, to enable him to make sound judgments and intelligent decisions.

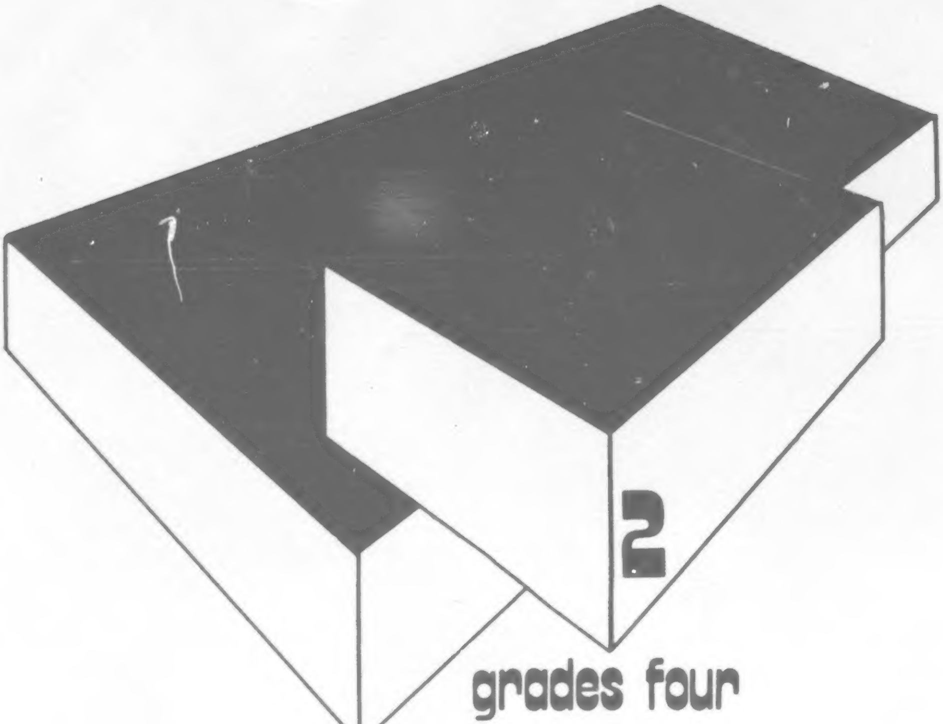
CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Drinking alcoholic beverages may cause drunkenness. It is illegal for children to be served alcoholic beverages; it is better for growing boys and girls to drink milk and fruit juices than alcoholic beverages.	Discuss the differences between normal behavior and drunken behavior. Discuss why the state feels it necessary to prohibit the sale of alcoholic beverages to children. Explain that alcohol in beverages differ from other types of alcohol. Place pictures of milk and fruit juices on the bulletin board. List some of the reasons for drinking these particular beverages. Use research techniques to study effects of alcohol on the heart, nervous system and neuro-muscular control.	Each child should understand that the use of beverage alcohol may result in health problems.
Alcohol is harmful to the body in many ways. It affects judgment, speech, balance, vision and coordination.	Have children write themes on "Alcohol is a depressant or anesthetic, not a stimulant, which has varied effects on the human body." Explain that all people do not react to alcohol in the same way and that a child will get drunk more easily than	The student should understand that all people do not react to alcohol in the same way. Reactions depend upon one's size, age, personality and physical makeup.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	an adult. Have student write papers on the fact that there are various stages of intoxication which affect judgment, inhibitions, coordination, locomotion, speech and vision.	
The excessive use of alcohol may become a habit of some people; the mature individual will make his own decisions regarding drinking.	Explain that excessive use of alcohol may be the cause of broken homes, cruelty, poverty, crime and accidents. Have students write papers on reasons why young people start to drink socially. Read literature regarding organizations, such as Alcoholics Anonymous, Alanon and Alateen and discuss their purpose and the help they give. Ask the students if they think there is a general acceptance and support of drinking in moderation by American society.	The student should realize that alcoholism is an illness which can be treated successfully and understands the important social aspects of alcohol and the problems it spawns.
Tobacco is made from a leaf plant which contains a drug called nicotine which seems to have a midly narcotic effect.	Explain that smoking is an expensive habit. Prepare a report on the main conclusion of the Surgeon General's Committee on Smoking and Health. Invite a guidance counselor to discuss how one resists the pressure of his friends who try to influence him to smoke. Examine some current advertising slogans relating to cigarettes. How authentic are these claims? List some body processes which may be interfered with by nicotine	The student should realize that smoking is harmful at all times, but is most harmful when begun early in life. Children and teenagers must be careful not to cultivate this habit. Smoking continued for a number of years can undermine a person's health.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	and other tobacco smoke products. Discuss the affect of parents' smoking on their children. Draw some conclusions about the smoking family versus the non-smoking family.	
Tobacco smoke causes a change in the structure of the cells of the lungs which may result in such disease as lung cancer, bronchitis and emphysema.	Have child look up the following words in the dictionary: cancer, bronchitis, carcinogens and emphysema. Secure pamphlets from the American Cancer Society and arrange a bulletin board for posting. Make a study of the latest statistics dealing with smoking and lung cancer. Review structure of the lung and point out what happens to the lung when emphysema develops.	The student should understand that tars from tobacco smoke contain carcinogens which are the major cause of lung cancer. He should also understand that tobacco smoke irritates the epithelial cells of the lungs bronchi and alveoli causing destruction of lung tissue which is a condition known as emphysema.
Smoking to a great degree is psychologically and socially determined.	List motivating factors which would lead one to take up smoking. Compare smoking cigarettes with chewing tobacco, use of snuff, pipes and cigars. Emphasize that many advertisements have associated the practice of smoking with masculinity, beauty, athletic excellence and other desirable qualities. Discuss why 100,000 physicians have quit smoking? Make a summation and state the valid reasons why one should not smoke.	The student should understand that young people often start smoking to satisfy their curiosity, to be recognized and to achieve status with their peers.
Marijuana is derived from the hemp plant.	Prepare posters highlighting the harmful effects of marijuana. Discuss why marijuana is a false solution	The student should understand that marijuana affects the central nervous system and produces a dream like state

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	for one's personal problems. Discuss why the government found it necessary to make the sale, use and possession of marijuana illegal. Assign a student a report on why marijuana users often become involved with more dangerous drugs, such as heroin. Invite some drug expert from your community to discuss marijuana, its uses and effects on human beings. Make posters displaying marijuana leaves and specimens of other plants from which drugs are extracted.	in which the person is only partly conscious. People in this state are capable of irresponsible acts of violence.
The inhalation of the fumes of nonmedicinal substances is a dangerous way to get a "kick" or a "thrill."	Institute a question box in which children may place questions and problems for classroom discussion. Have a student write a paper on the harmful effects of the inhalation of nonmedical substances. Read and collect articles on the dangers of the inhalation of the fumes of airplane glue. Explain that physiological depencence often results from continued use of nonmedical substances. Organize a panel to discuss and debat the question, "Should we regard drug users as criminals or as people in need of medical help?"	The student should understand that the inhalation of the fumes from chemicals such as gasoline, paint thinner, and airplane glue produces sensations resembling alcoholic intoxication.

diseases



grades four
through six

LEARNING BLOCK TWO

DISEASE

4-5-6

This block should aid in the development of the following competencies for intermediate grade students: an appreciation of the historical aspects of prevention and control of disease; an understanding of the possible causes and effects of disease; assuming responsibility for prevention and control of disease within themselves and others; and support programs organized to control disease locally, nationally and internationally.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Scientists study diseases and develop many methods which helps one to stay healthy.	Assign committee reports on health heroes (Walter Reed, Jenner, Pasteur, Koch and Salk). What did each man contribute to the knowledge of the spread of contagious diseases? Appoint a committee of three to go to the library and find out what methods are taken throughout the world to control the spread of plague bearing rats and the control of chlorea. Discuss the thins the community does to help control the spread of germs. Show film (512) "Health Heroes: The Battle Against Disease" - 11 min.	Students should have a knowledge and appreciation of the history and prevention of disease and the efforts researchers have made to keep individuals in good health.
Physicians, health nurses, technicians (para-medical) and their agencies are continually on the alert in the fight against disease.	Discuss the role of health departments, local physicians, other health personnel and national agencies in disease control and prevention. Have students write essays on how the community helps to prevent disease through	Students should have a knowledge of and an appreciation of the role of the community and its various agencies which protect the health of the people.

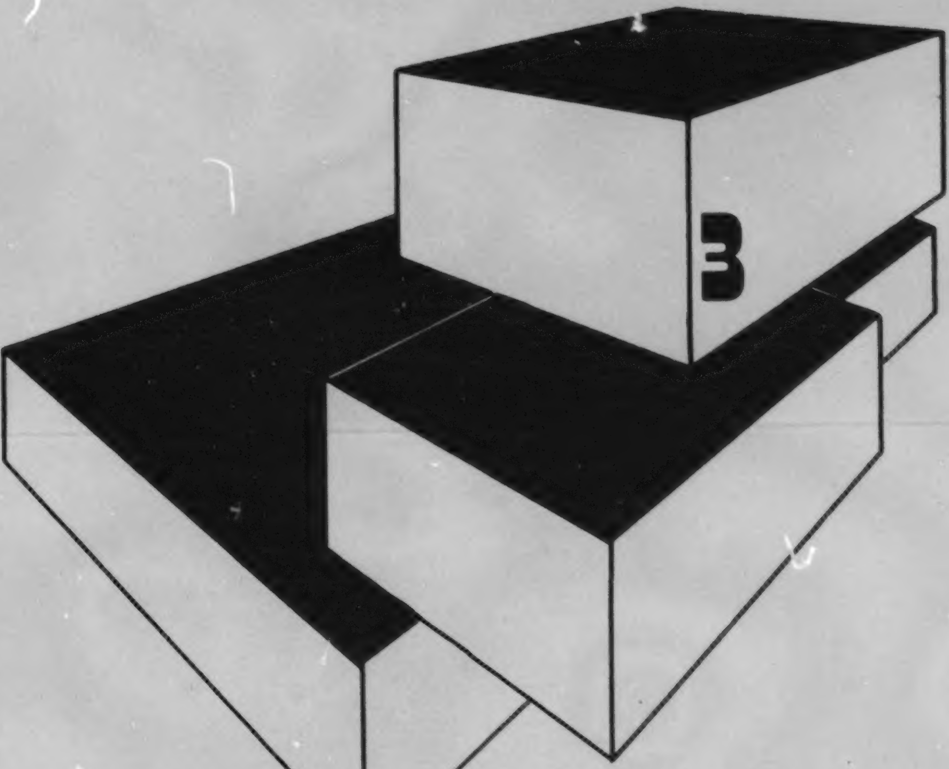
CONCEPT	LEARNING ACTIVITES	DESIRABLE OUTCOME
	a program of education, inspection, and disease control. Form a committee to investigate the "Health Code" in the state and community. What are the health regulations for restaurants, drinking water, pasteurization of milk; building codes dealing with toilet facilities, plumbing and sewage. Conduct an inspection tour of the school cafeteria and observe how the food is stored, prepared and handled. Prepare a list of suggestions for improvement. Show film (1805) "Water for the Community." - 11 min. Show film (464) "Your Health in the Community" - 10 min. Show film (363) "Your Health: Disease and its Control" - 9 min.	
Some diseases are caused by germs. The word germ refers to a certain kind of microbe.	Show film (363) "Your Health: Disease and its Control" - 9 min. Report on the harmful and helpful aspects of bacteria. Look up definitions of virus, bacteria, protozoa and fungi. Let students draw various types of organisms. Discuss the different kinds of illnesses that the students or members of their families have had. Explain that a virus is another kind of germ that may cause disease. List practices that prevent food	The student should understand that tiny, living things called germs are responsible for causing many diseases.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	spoilage. Discuss the prevention, symptoms and cure of pinkeye, impetigo, ringworm and influenza.	
Communicable diseases are caught when organisms (germs) causing the disease get into the body and are able to grow and multiply.	View a diagram which shows the nose, throat, windpipe and lungs. Trace pathways of air in and out of lungs. Study linings of these structures. Discuss how germs may be kept from getting into the body through cuts and wounds. Have the students study the Red Cross First Aid Handbook on care of cuts and wounds and report findings to the class. Discuss processes through which numbers of germs are trapped in nose, throat and mouth. Discuss the function of adenoids and tonsils in helping to prevent disease. Have a student report on the symptoms of the common cold and the causes and treatment of cold. Have students do biographical sketches of Dr. Salk and Dr. Sabin and the development of polio vaccines. Discuss the various ways diseases are spread.	The student should understand that disease producing organisms or germs, may enter the body through the mouth, nose, throat, eyes, ears and breaks in the skin.
Disease control measures are a must in society. Good health is everyone's responsibility. Prevention and control of communicable disease can be developed in many ways.	Assign a committee to research and report on "Our Bodies Help us Fight Disease." Draw posters showing how the various types of white blood cells fight microbes. Discuss protective functions of skin. Explain that the	Students should learn to accept the need for disease control and abide by the restrictions that must be administered. Furthermore all students should have a knowledge of the practices used to help in the prevention

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	body is assisted in fighting disease germs by the use of vaccines. Explain that the body fights disease germs and controls infection by the use of chemical agents (drugs), such as sulfa and penicillin. Have student research and report on milk pasteurization. Discuss how cities and towns protect citizens against air pollution. Name some diseases a person can get by drinking impure water. Visit cafeteria in school and observe dishwashing practices. Discuss safe dishwashing at home. Have each student prepare a daily health habits checklist. Include items relating to diet, cleanliness, exercise, rest, etc. Have a student report on the importance of an annual medical examination. Show film (528) "Cleanliness and Health" - 10 min. Show film (864) "How our Body Fights Disease" - 8 min. Show film (351) "Your Protection Against Disease" - 8 min.	and control of disease.
Cancer is a concern to everyone. Statistics relate that one in four persons will eventually be concerned with some form of cancer.	Have class gather samples of unusual growth in plants and animals (galls, burls, knots, warts) and relate to abnormal growth of cells. Make simple paper doll cutouts illustrating that one in four persons will have cancer. Illustrate and discuss relationship of cigarette smoking and lung cancer.	The student should understand possible causes and effects of disease; assume responsibility for prevention and control of disease within himself and support programs organized locally, nationally and internationally to control disease.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Discuss how annual check-ups and special examinations can help detect early cancer. Explain that most cancers can be cured. List on chalkboard the purposes of the American Cancer Society. Have students report on television commercials sponsored by the American Cancer Society on Smoking and Lung Cancer.	
Cardiovascular infection is one of the leading cause of death and disability in the United States.	Develop a poster comparing the circulatory system to a railway, freeway or motor transport system. Look in health text, find diagram or picture of heart, identify blood vessels leading to and from the heart and trace the course of blood through the heart. Invite the school nurse or a physician to discuss rheumatic fever. Discuss how smoking affects blood vessels. Have someone who smokes come to the classroom and show the variation in heartbeat before and after inhaling cigarette smoke. Design a scrapbook picturing people who educate, treat, control or do research on cardiovascular problems. Develop a display using materials secured from the local or state Heart Association.	The student should understand that the circulatory system of the body contains a variety of parts and is the transportation system of the body.

environmental, community & national health resources



grades four
through six

LEARNING BLOCK THREE

ENVIRONMENTAL, COMMUNITY AND NATIONAL HEALTH AND RESOURCES

4-5-6

This block is designed to help students to appreciate the role of the community in protecting the health of the people, to understand the individual's responsibility for community health; and to help them understand the environmental factors which affect health within the community.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Sanitation is an individual and community responsibility.	Discuss the different methods of sewage disposal and the different methods of refused disposal, garbage, dead animals and rubbish. Explain that insects may be dangerous and may produce illness. Ask the students if they have a rodent problem in their communities. If so, how is the condition controlled? Let the class visit a city sewage disposal plant or refuse dump. Show film (652) "Our Community" - 10 min. Discuss how the litterbug can be eliminated. Discuss some of the problems people would face if they had to take care of these sanitation needs individually. Discuss responsibility of individuals for community health. Show film (464)	The student should understand how sanitary conditions are maintained in the community and realize that every community must provide facilities for sanitation.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	"Your Health in the Community" - 10 min.	
The community health department has the responsibility of educating people about ways to live healthfully.	Most local and state health departments provide record keeping service, communicable disease control, provision of nursing service, medical service and maintains clinics, improves sanitary conditions, provides laboratory service and provides up-to-date information. Divide class into small committees and have them elaborate and list services in each of the above categories and report to class. Explain that state health departments and the U.S. Public Health Service are always ready to aid communities with health problems. See Appendix BB.	Students should be familiar with the health department and be cognizant of the many vital health functions it performs.
Many organizations help in preventing disasters.	Review handbook "In Time of Emergency," which may be secured from State Department of Education, Civil Defense Education, Atlanta, Georgia. Invite representatives of American Red Cross, Salvation Army and Civil Defense to explain their roles in such events as floods, tornadoes, fire and nuclear warfare. Discuss school programs and pupil participation in survival. Refer to Block 6 on Safety and First Aid.)	Student should realize that major emergencies affecting a large number of people may occur anytime and anywhere.

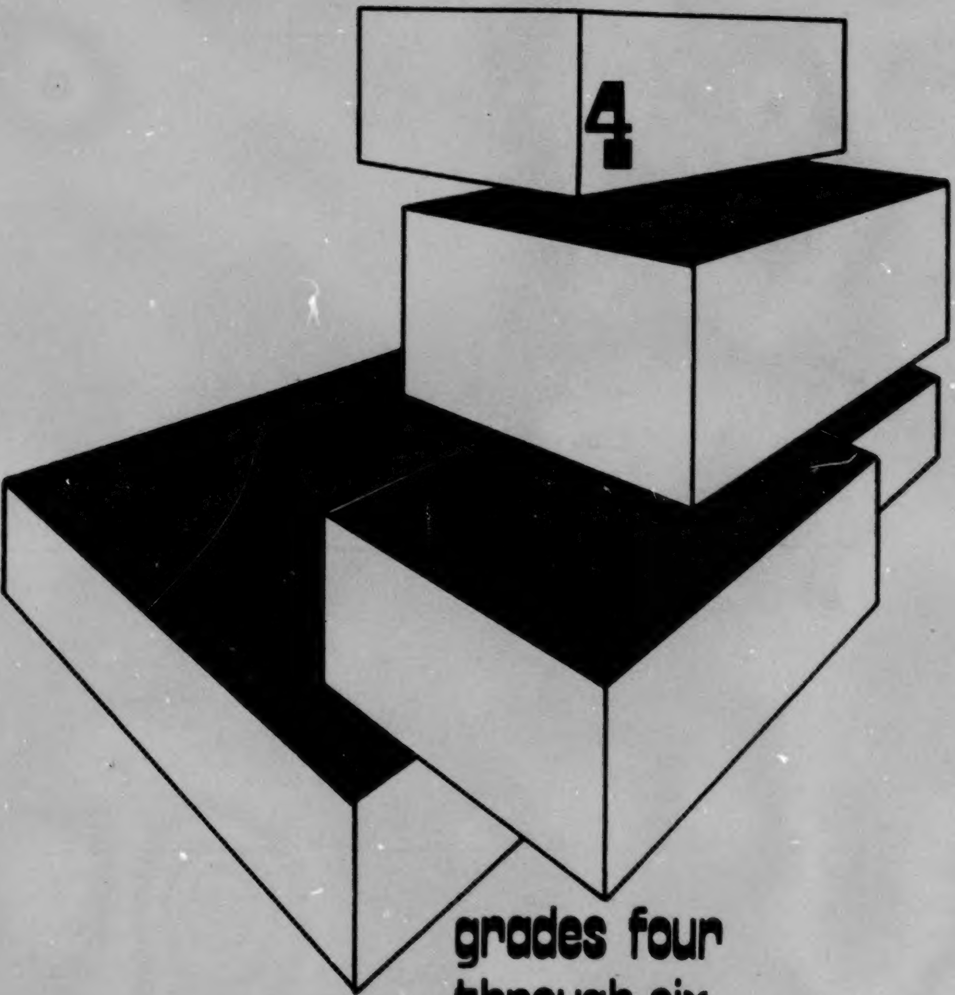
CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Human life depends on water and air.	Divide class into committees. Have each committee work on one of the following projects. (1) Diagram and discuss the water cycle, (2) Investigate foods used in space travel, (3) Report on water used in everyday life. Discuss the sources of water in communities. Have students report on dehydrated foods. Discuss water pollution. Discuss the functions of filters in air conditioners, humidifiers, stove hoods, furnaces and automobile anti-pollution devices. Have the students listen to television weather reports and find out air pollution level for the community. Prepare a committee report dealing with the problem of air pollution. Collect information on air pollution from books, newspapers and periodicals and place on bulletin board. Show film (1805) "Water for the Community" - 11 min. Show film (1641) "The Water We Drink" - 9 min. Discuss sources of air pollution in the community. Discuss the work being done by local, state and federal agencies to prevent pollution of all kinds along highways, recreation and camping areas.	Each student should realize that local and state health agencies maintain a continuous program of education and analysis in order to control air and water pollution.
Restaurants and cafes must meet many health protection rules and regulations if they are to serve the public adequately.	Let the class visit school cafeteria and observe kitchen handling of food at counter, dishwashing equipment, storage facilities, refrigeration	Each student should use good judgment in the selection of institutions serving food. Proper atmosphere, sanitary food handling

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	equipment and garbage collection and disposal. Let the students discuss in class what they observed in the cafeteria. Ask if a grade government certificate or license was in evidence so all could see. Discuss how the school cafeteria can be improved to make it more sanitary. Have a committee visit a restaurant or sandwich shop in the neighborhood and have them report to the class what they observed. Show film (5298) "Why Foods Spoil - Molds, Yeasts and Bacteria" - 15 min.	and government certification are requisites for a good restaurant or cafe.
Health inspectors and laboratory workers through observation and test make sure that milk is free from harmful bacteria.	Have a committee find out how to determine whether milk in the school cafeteria is safe to drink. Invite a nurse or physician to speak to the class on the subject of diseases caused by drinking contaminated milk. Have a student prepare a report on the topic "Pasteurization of Milk." Have a student research and report on "Human Beings as Disease Hosts." Show film (5433) "The Dairy Farmer" - 17 min. (Refer to Block 4 on Nutrition and Health.)	Student should realize that milk can be a dangerous food unless care is taken to keep it free from harmful bacteria.
A person's immediate surroundings including the people in his surroundings, have an effect on him.	List on the chalkboard and discuss the atmospheric conditions which affect an individual's performance in daily activities (temperature, etc.) List and discuss	Student should understand that there are many factors in one's surroundings which affect an individual's performance at work or play.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	the peripheral conditions which affect an individual's performance in daily activities (noise, odors, etc.) Plan an outdoor trip, have the students investigate knowledge needed about environmental factors. Talk about equipment required to maintain comfort. Have a committee investigate how temperature, humidity and noise are measured.	
The school custodian protects students' health in many ways.	Review and make a job analysis of the custodian's duties in the school. Ask the students how they can help the custodian to make school a better place for work and play. Have a committee check on heat, ventilation and lighting in the school room. Determine proper standards for heat, ventilation and lighting in school room. Discuss who's responsibility it is to keep the school playground clean and safe.	Each student should be aware of the school custodian's role in the healthful school climate and should cooperate and aid the custodian in the performance of his duties.
The individual must develop guidelines so that he may better evaluate and determine reliable sources of health information.	List the most reliable sources of health information in the community and state. Outline provisions of the Food and Drug Administration as to how it protects the consumer. Have students collect clippings of advertised products and identify words that have emotional overtones. Tape record radio or television commercials relating to children's health, and help children to evaluate and discuss	The student must realize that information about health may be obtained from many sources and that individuals are exposed to many unreliable sources of health information.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	advertising. Discuss religious beliefs, customs, superstitutions, faddism, cults and family influence consumer buying. Collect food labels and advertisements to discuss their ambiguity and influence on the consumer. Have a committee go to the library and make a study of the following statement. "The most widespread and expensive type of quackery in the United States today is the promotion of vitamin tablets, special dietary foods and food supplements.	

nutrition & health



grades four through six

LEARNING BLOCK FOUR

NUTRITION AND HEALTH

4-5-6

The objectives for this block on nutrition is to develop in the student an understanding of the basic need for food, to realize how body growth takes place; to acquire a knowledge of food nutrients, their function and their sources and to recognize the need for proper preparation and preservation of foods.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Proper health and growth demands a wise selection of foods that are needed daily in adequate amounts.	Emphasize that body growth takes place in many ways. Compare sizes of babies, young children, adolescents and adults using the charts found in health texts. Draw pictures of various types of cells. Name various organs in the body and do research concerning their functions. Make a simplified drawing of the digestive system. Explain drawing to the class. List on the chalkboard the basic four food groups as found in the Dairy Council Display. Emphasize that different age groups require different amounts of food use. Discuss which nutrients each food group furnishes in the growth and repair of the body. Have a student report on which foods make good snacks and explain why foods containing large amounts of sugars and fats should be eaten sparingly. Show film (973) "Something you Didn't Eat" - 10 min. Show film (1746) "Nutritional Needs	The student should understand that food is used by the body for growth, repair of damaged cells and the maintenance of body efficiency.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	of our Bodies" - 11 min. Appoint a student to write to the National Dairy Council, 111 North Canal Street, Chicago, Illinois 60606 or contact the local dairy council who serves the area for free health materials. Post materials and make a classroom display.	
Nutrients are substances in food used to nourish the body.	Discuss carbohydrates, proteins and fats and explain how each nutrient has a bearing on growth and body function. Make a list of foods that contain the above nutrients and classify the foods under breakfast, lunch or dinner. List all of the nutrients together. Explain that minerals, such as calcium, phosphorus, iron and iodine are needed for proper growth and functioning of many parts of the body. List on the chalkboard the foods which contain the above minerals. Appoint a committee to do library research on the topic "Vitamins A, B, C and D are substances which help the body to use other nutrients." The report should include a discussion of vitamin needs, the diseases beri-beri, rickets and scurvy. Have students bring in advertisements about vitamins. Evaluate them. Have students bring in containers of various products and note various vitamins mentioned.	The student should understand that one's nutrition is determined by both the quality and quantity of the food consumed.

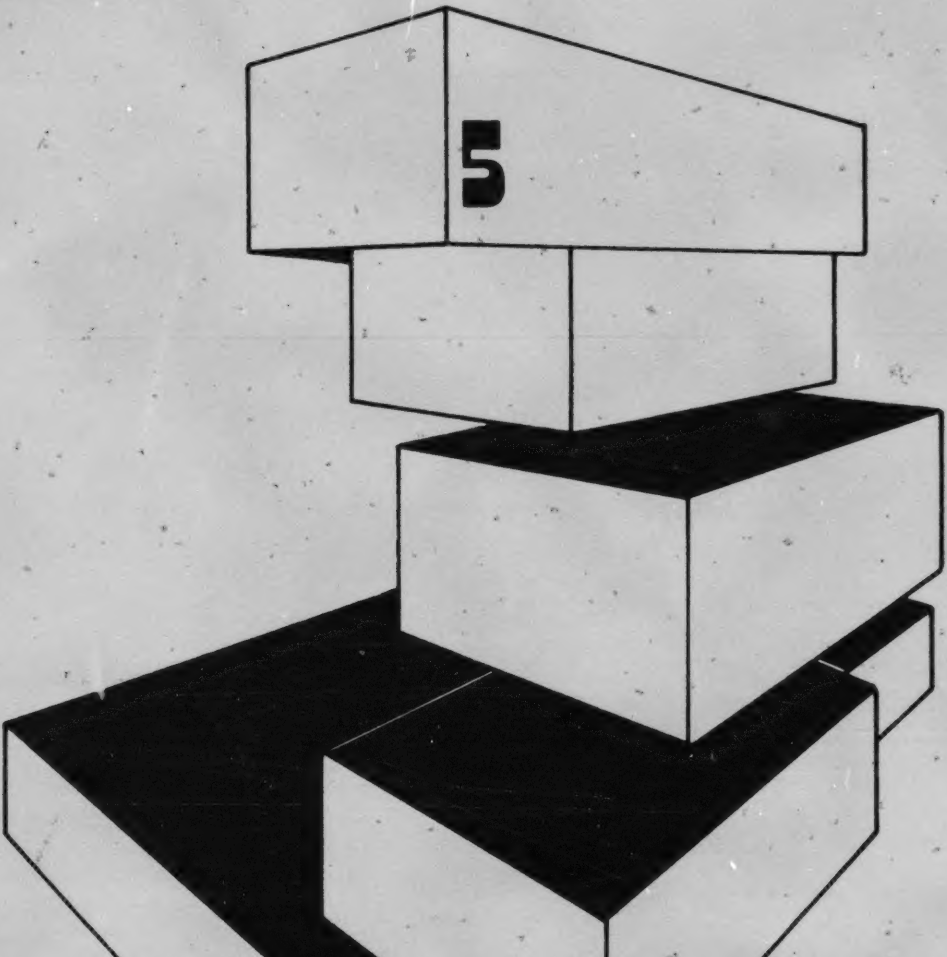
CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Liquids play an important and necessary role in promoting good health.	List the various functions of liquids in the body. Discuss how the body looses water. Discuss why growing children should avoid the use of coffee and tea and liquids that should be substituted for coffee and tea. Discuss pro and con whether or not five glasses of water should be drunk daily to supply body needs. Discuss the role of milk in supplying body needs. Show film (1300) "Water" - 10 min. Show film (1641) "The Water We Drink" - 9 min.	The student should understand the various functions of liquids in the body.
Digestion takes place within the food tube (the alimentary canal) and is the process of converting food to a form that can be used by the body.	Turn to a health text and look at a chart of the food tube (alimentary canal) and trace the path of food through the tube. List on the chalkboard the many parts of the body which assist in the digestion of food. Describe the function of each part of the body aiding the digestive process. Have a student write a brief paper on "The various practices that help the functioning of the digestive system." Show film (1781) "Digestion in our Bodies" - 11 min.	The student should understand that the body changes complex, solid food into simpler substances so that the cells can use through the digestive process.
Foods may contain biological or chemical substances that may be harmful to the body.	Discuss some of the signs of food spoilage. List some of the specific infections or diseases which may be passed on from person to person through the medium of food. List and discuss some of the foods naturally poisonous to the human body.	The student should understand that food poisoning or food infections may be caused by bacteria or toxins that are in the food when consumed.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
The general atmosphere and state of mind of the individual has a definite effect on digestion.	Discuss why daily practices should be established to promote good digestion. Discuss the proper atmosphere for a meal at home or in the school cafeteria. Discuss why the mealtime is not a time for conflict, fussing, punishment, etc. Explain that foods digest better if a person is not emotionally upset. Have student research and report on the type of play activities suitable to participate in after a meal.	Students should understand that digestion can be disturbed by emotional stress and by participation in vigorous activities soon after mealtime.
Proper selection, preparation and storage of food is necessary in preserving their nutrients.	Have a committee make a poster describing the items needed for a nutritious meal. Have each student keep a record of meals eaten over a three day period. Explain that the preparation of food may change its nutrient content. Discuss enriched foods. Plan a visit to a cannery, a dairy or a market place. Return to classroom and let students describe what they learned about food and nutrients. Show film (680) "Food from our Garden" - 11 min. Discuss appearance of how food can affect one's appetite. Have each student prepare a list of his favorite foods. Evaluate nutrient values; if foods are deficient what could be substituted for same. Request school food service manager to demonstrate a sample of a nutritious lunch	Students should understand that different foods have different nutritional values; and that the nutritional value of food is affected by commercial handling and preparation.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	in cafeteria. Visit and identify methods of preservation need for food served in lunchroom and observe storage and refrigeration facilities in cafeteria. Visit a supermarket and note the various ways that are employed to preserve food.	
New and different food from other lands makes mealtime an adventuresome experience.	Have students discuss what their favorite food is at birthdays, Christmas, Thanksgiving and what children in other lands eat on these holidays. List the foods discovered in America. Ask the school food services manager to help the class plan International Week menus for the school lunch program or have a tasting party with food from a foreign country. Have students make a list of foods which they have learned to eat which came from other countries. Compare diets of Japanese and Koreans to diets in the states. Also compare their eating customs with Americans. Have committee investigate and report on world food problems. List some of organizations which are involved in world food problems. Write to them for information.	Student should appreciate a variety of foods and the various customs of other people in other countries.
Nutritious snack foods are good for one and are easily prepared.	Ask lunchroom manager and health education teacher to talk with the class about nutritious snack foods. Ask class member to contribute suggestions and recipes	Snacking is acceptable when the snack food is nutritious.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	for nutritious snack. Ask lunchroom manager to help class serve a nutritious snack such as fruit juice, peanut butter, cheese, etc.	

personal, family, school & occupational living and health



grades four through six

LEARNING BLOCK FIVE

PERSONAL, FAMILY, SCHOOL AND OCCUPATIONAL LIVING AND HEALTH

4-5-6

Students in grades 4-5-6 should learn to appreciate the significance of the family in our society and have an opportunity to explore the ever changing role of the family in the United States. Through this block students should develop attitudes, knowledge and skills which will enable them to contribute effectively to their present and future daily life.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Personal cleanliness is a desirable characteristic for a student. Cleanliness and grooming are facets of one's personal life that need continuous action.	Discuss the responsibility for personal cleanliness. Discuss the reasons for regular baths. Discuss reasons why a person should wash his hands after using the toilet and before eating. Discuss why caring for hands and fingernails should be done frequently. Discuss care of the hair Continue check lists for grooming kit. Discuss hair styles today and yesterday. Discuss deodorants and their uses. Discuss future styles of hair. Select student examples of what the whole class considers a well-groomed student. Show film (1814) "Healthy Feet" - 11 min. Show film (1813) "Healthy Skin" - 11 min. Show film (1106) "Hairdress through the Ages" - 11 min. Show film (528) "Cleanliness and Health" - 10 min. Show film (1474) "Keeping Clean and Neat" - 11 min.	The student should show concern for personal appearance. He should form habits which will concentrate on personal cleanliness. Each student should show an interest in good grooming and cleanliness and practice good habits concerning personal care. Each student should know acceptable and unacceptable habits dealing with cleanliness and grooming.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Good posture improves one's appearance and augments personal cleanliness.	Discuss appreciation of good posture in others. Discuss how good posture helps the appearance of students. Have students draw stick figures to show good posture in standing, walking, and sitting. Show the film (1445) "Posture Habits" - 11 min. Show film (4991) "Good Posture for Good Health" - 17 min. Show film (483) "Your Posture" - 10 min.	Each student should know the importance of good posture and should exhibit good posture habits.
Eating properly, brushing teeth and regular dental check-ups help in maintaining optimum dental health.	Discuss the significance of the shape of the teeth to their special function. Find out how the teeth of dogs and cattle differ from those of human beings. List on chalkboard the causes of tooth decay and how to prevent them. Discuss the role food plays in dental health. Have students write compositions on "My Visit to the Dentist." Demonstrate the proper way to clean the teeth. Have a panel discussion on pro and cons of public fluoridation of water. List games that might cause harm to the teeth and tell what can be done to prevent possible accidents. Exhibit foods that are beneficial to good dental health. Make a list of public and private agencies that will take care of the teeth for a small fee or none at all. Assemble appropriate pamphlets, folders and posters on dental health and display	The student should learn desirable habits, attitudes and practices that can improve dental health. He should develop a positive attitude regarding individual responsibility for the teeth.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	them as an exhibit. Show film (1172) "Dental Health: How and Why" - 10 min. Show film (429) "Save those Teeth" - 10 min. Show film (348) "Your Teeth" - 6 min.	
Proper care of clothing helps prolong its life and makes for neater appearance of the person wearing it.	Discuss the care of clothes and acceptance of suggestions from parents and teachers. Show film (187) "Clothing" - 11 min. Discuss why people wear more layers of clothing in winter than in summer. Have a committee find through research why sailors wear white suits in warm weather and dark blue suits in cold weather. Discuss what boys and girls consider appropriate school dress for themselves. Plan a fashion show for an assembly program showing an assortment of appropriate, well fitted clothes. Discuss different ways clothes may be cleaned. Have students bring a variety of hangers for clothing and discuss desirability of each.	The student should understand the importance of the proper care of clothing; appreciate the value of clothing for adornment custom and appearance; and understand the purpose of clothing as it pertains to weather and climate.
A person can achieve and maintain a high level of health and fitness if he participates in a program of daily vigorous exercise accompanied by a proper balance of rest and sleep.	Explain that proper exercise is necessary for maintaining good health. Have a student look up various well known athletes and describe some of the physical activities in which they participate. Report back to class. Conduct physical fitness tests with children in the school and make comparison with people in other parts of the country. Emphasize that rest and sleep are necessary for a strong,	The student should learn to appreciate the role of exercise, rest and sleep in the development of maximum health and fitness. He further should appreciate the effect of exercise as an improvement of the functioning of the body and understand the restorative aspects of rest, relaxation and sleep.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	healthy body. Compare a broken down motor in a car to worn out muscles. List on the chalkboard the rules which help to promote good sleep. Check a health textbook to find out the recommended number of hours of sleep for different age groups. Explain that requirements for sleep vary with individuals. List some valuable quiet activities that could be participated in before one goes to bed. Discuss proper ventilation for a bedroom. Invite some knowledgeable person from the school or community to discuss "Exercise and Fatigue." Prepare a bulletin board of printed materials relating to lifetime sports activities. Discuss how rest can be acquired by a change in activities. Show film (693) "Fit as a Fiddle" - 10 min. Show film (347) "Your Sleep and Rest" - 6 min. Have panel discuss "ways to relax."	The student should know family patterns in other cultures and develop an appreciation of customs in other nations.
Family patterns differ throughout the United States and throughout the world.	Have students write paragraphs on "What my Family Means to Me." Discuss the roles of family members in India. Have a student read and report on a Hindu wedding ceremony. Discuss how young children are cared for in the Indian family. Have a student read and report to the class ways families in Japan share special occasions together. Discuss the role of religion in the family in India and Japan.	

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Contrast with religions in the U.S. Show film (7561) "Japan, its Customs and Traditions" - 27 min. Show film (147) "India (Customs in the Village" - 11 min.	
Happy family relationships involve working, planning and playing together.	Emphasize that living happily with others involves cooperation. Have students write papers on "What I can do to Help my Family." Explain that leisure time activities affect the development of wholesome family morale. List games suitable for a child to entertain himself with while traveling on a rainy day, etc. List activities that a child can entertain himself with at home. Let student plan puppet plays about family life. Discuss desirable behavior at home. Discuss the cost of maintaining a living standard in the home. Discuss the problems of working mothers. Visit a day nursery. Plan a debate (with parental help and participation) on parent selection of television programs vs child selection of television programs. Show film (1000) "Our Family Works Together" - 11 min.	The student learns that joint planning, working and playing together develop mutual confidence and act as mediums in uniting families.
Personal rights and responsibilities of family members should be respected.	Have class identify special rights that should be respected in a family such as not opening another person's mail, not reading the diaries of other members, letting others be alone at times.	The student should learn that family life requires that each member develop a sense of responsibility, be able to make decisions and accept the consequences.

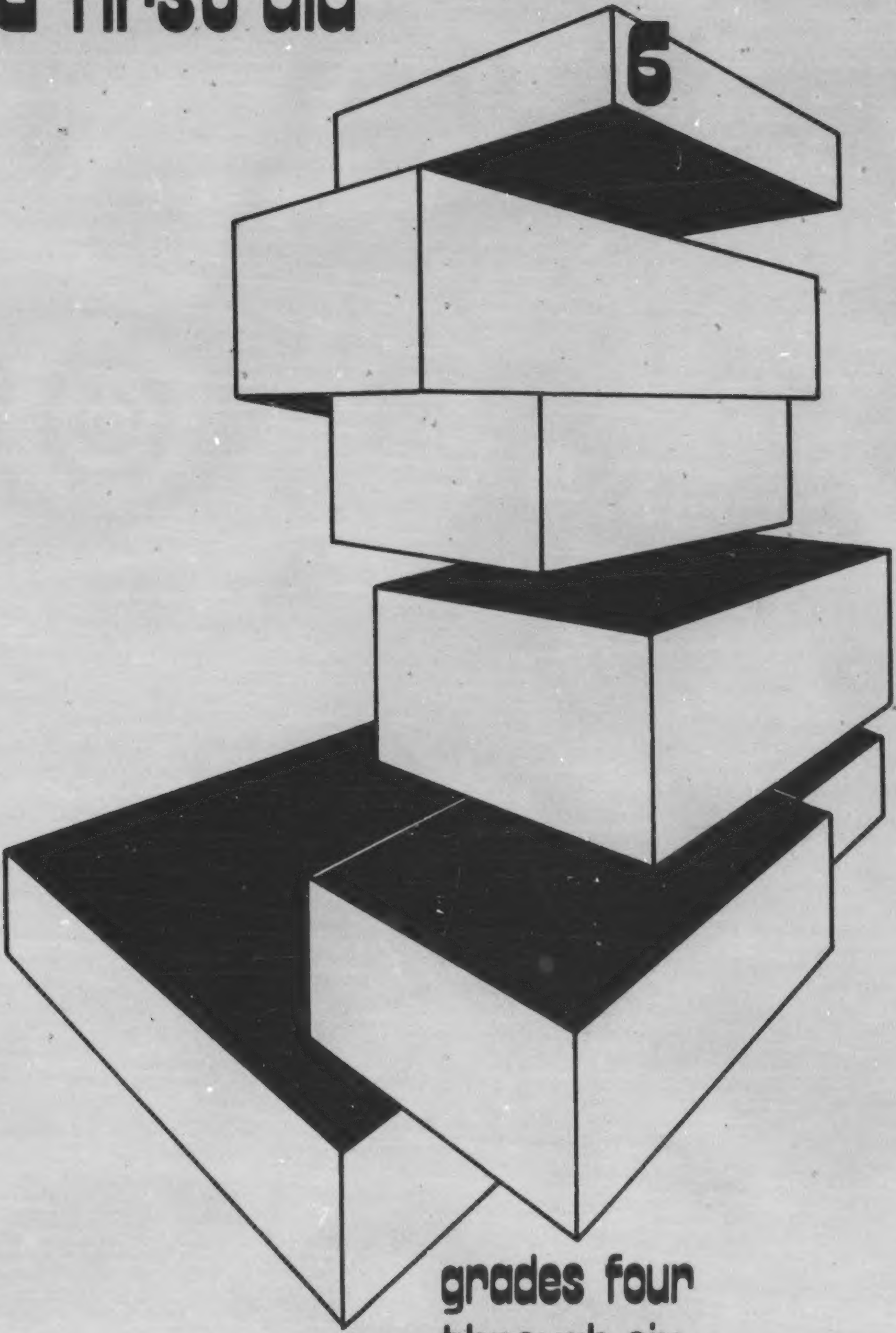
CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Prepare charts evaluating home responsibilities. Discuss the importance of carrying through with responsibility that one has accepted. Have students write about "What things do I do that make my family happy or unhappy? Have a committee set up a good housekeeping code and a schedule of duties in the classroom. Let students work in buzz groups to develop ideas on how family members can adjust to various family problems, such as death of a pet, new baby in family, illness in family, working mother, etc. Have students write on the fact that the decisions they make now will influence the kind of men and women they will become. Discuss the fact that some of the decisions pupils will eventually have to make will concern the use of tobacco, alcohol and drugs. (Refer to Block 1)	
How life begins is a wondrous miracle. Animals reproduce both asexually and sexually and that reproduction is a means to perpetuate life. Human reproduction is a natural phenomena and the role of parents should be understood.	Discuss reproduction of the amoeba, earthworm, fern and tulip. Discuss reproduction in the paramecium and relate the difference in asexual and sexual reproduction in the frog. Discuss mammals and care of their young. List and discuss the gestation periods for several animals including man. Compare embryo needs of the chicken and the human and how needs are taken care of i.e. warmth. The hen sits on the egg to	Each student should learn of other types of reproduction and should be able to relate this to human reproduction.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	keep it warm, and the human embryo is kept warm in the mother's body. Show film (5465) "Animal Reproduction" - 17 min. Show film (1856) "Reproduction in Animals" - 10 min. Show film (4808) "Wonder of our Body" - 14 min.	
Male and female animals have body differences.	Discuss the body build, size and other characteristics of male and female lions and tigers. Discuss various species of birds, the differences as to coloration and other features in the male and female. Compare how some animals are able to take care of themselves immediately after birth while others need close care.	Each student should be aware of the different species of animals and the roles played by the male and female of each species.
Puberty brings many important and varied growth and developmental changes in boys and girls.	Discuss the changes in the physical appearance of boys and girls when they reach puberty. Make a graph including the height and weight of all class members. Discuss some personality changes which may take place at the advent of puberty. Show film (1860) "Growing Up (Preadolescence)" 10 min. Ask students to list physical and emotional traits they would like to improve in themselves.	Each student should know the changes that will take place in his body so as to eliminate fears and help him adjust to this transition with a minimum of anxiety.
Ability to get along with others, making friends and developing wholesome boy and girl relationships are signs of social and emotional maturity.	Discuss the meaning of the "golden rule." Discuss the difference between arguing and expressing an opinion. Discuss and dramatize how one feels when one is angry, jealous, fearful, happy and sad.	The student should learn that working and playing with others helps him to understand himself and good manners and acceptable conduct helps him to get

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Have the students dramatize and discuss proper behavior at parties. Discuss importance of cooperation. Discuss the proper method of introducing one person to another, being a good listener and learning to share. Have each student establish and put on paper his own code of conduct. Have students write papers on "How to act more mature in school, play and family groups." Explain that each individual must learn to recognize and accept his limitations. Show film (4014) "Control Your Emotions" - 15 min. Show film (1900) "Courtesy at School" - 9 min. Show film (518) "Everyday Courtesy" (Second edition) - 11 min.	along with others.
The menstrual cycle is a natural event indicating the body has reached one area of maturity (5th and 6th grades).	Show a film on menstruation. Show film (1106) "Growing Up (Preadolescence)" - 10 min. Show film (1846) "Reproduction in Animals" - 10 min. (Preview before showing, order on separate form and have countersigned by superintendent.) Assign reading from pamphlet, "Growing Up." (Grades 4-5-6), publishers, Bobbs Merrill Co., Inc. Assign reading from booklet, "Human Growth and Development," published by Laidlaw Brothers Co. Present the story of menstruation to boys as a separate group. Have a student research or interview family doctor on superstitions related to menstruation and report to class.	The student should understand that menstruation should pose no problems for the modern girl. If menstrual disorders do exist, qualified medical help should be sought.

safety & first aid

6



grades four through six

LEARNING BLOCK SIX

SAFETY AND FIRST AID

4-5-6

This age child should advance rapidly in knowledge dealing with safety, accident prevention and first aid in emergencies.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Every student is responsible for accident prevention at school and at home.	Discuss school rules and their significance. Discuss possible revision of rules for the good of all. Discuss need for new rules. Discuss hazards around the home. Discuss precaution of accidents. Discuss first aid dealing with various injuries. Discuss how to recognize potential safety hazards and how to correct the situation. Discuss the importance of prevention.	Each student should be able to recognize a hazardous situation and immediately avoid or change the potential danger. Proper attitudes will bring on proper respect and behaviors in children.
Accident prevention at home, on the playground and in the classroom must be practiced by every student.	Discuss safe activities and equipment. Discuss those activities which call for caution. Discuss proper attitude toward safety at play. Discuss why one must help keep the home clean and safe. Help students sponsor safety week. Survey the school for accident reports and discuss preventive methods for each. Have Red Cross representative discuss their role in first aid and accident prevention. Have students write stories	Each student should understand that accidents are the leading cause of death in the school age population. Most accidents can be prevented through the development of proper safety habits.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	dealing with personal accidents and how they might have been prevented. In a role playing situation, let the students react to events involved in an accident. Discuss personal responsibility of students for the safety of others. Keep charts and tables of students who teach safety skills to younger students and cite examples throughout the year. Show film (1338) "Why take Chances" - 10 min.	
Fire prevention is a civic and individual responsibility. Accidents resulting from fires can be prevented.	Discuss the general procedure to follow for treatment of burns. Discuss proper ways to build fires. Discuss the helpful aspects of fire as well as the hazards. Discuss proper attitude one should exhibit during fire drills. Invite a fireman to school or let a student conduct a personal interview and share with class. Have students make a check list of fire hazards in the home and school. Demonstrate the use of different type fire extinguishers. Show film (4185) "Stop Fire: Save Job!" - 18 min.	Students should be able to use fire but should respect and know the hazards of fire to the individual and society. Proper attitudes and behaviors should be exhibited.
Electrical appliances and outlets should not be used by children except under direct supervision of parents.	Discuss the many hazards dealing with electricity, putting a penny in fuse box; electric heaters in bathroom; circuit overload in wall plug. Discuss the use of insulation and conductors. Discuss the necessary precautions one	Each student should be able to recognize electrical hazards in the home and school and should have proper attitudes and behavior toward practices during an electric storm.

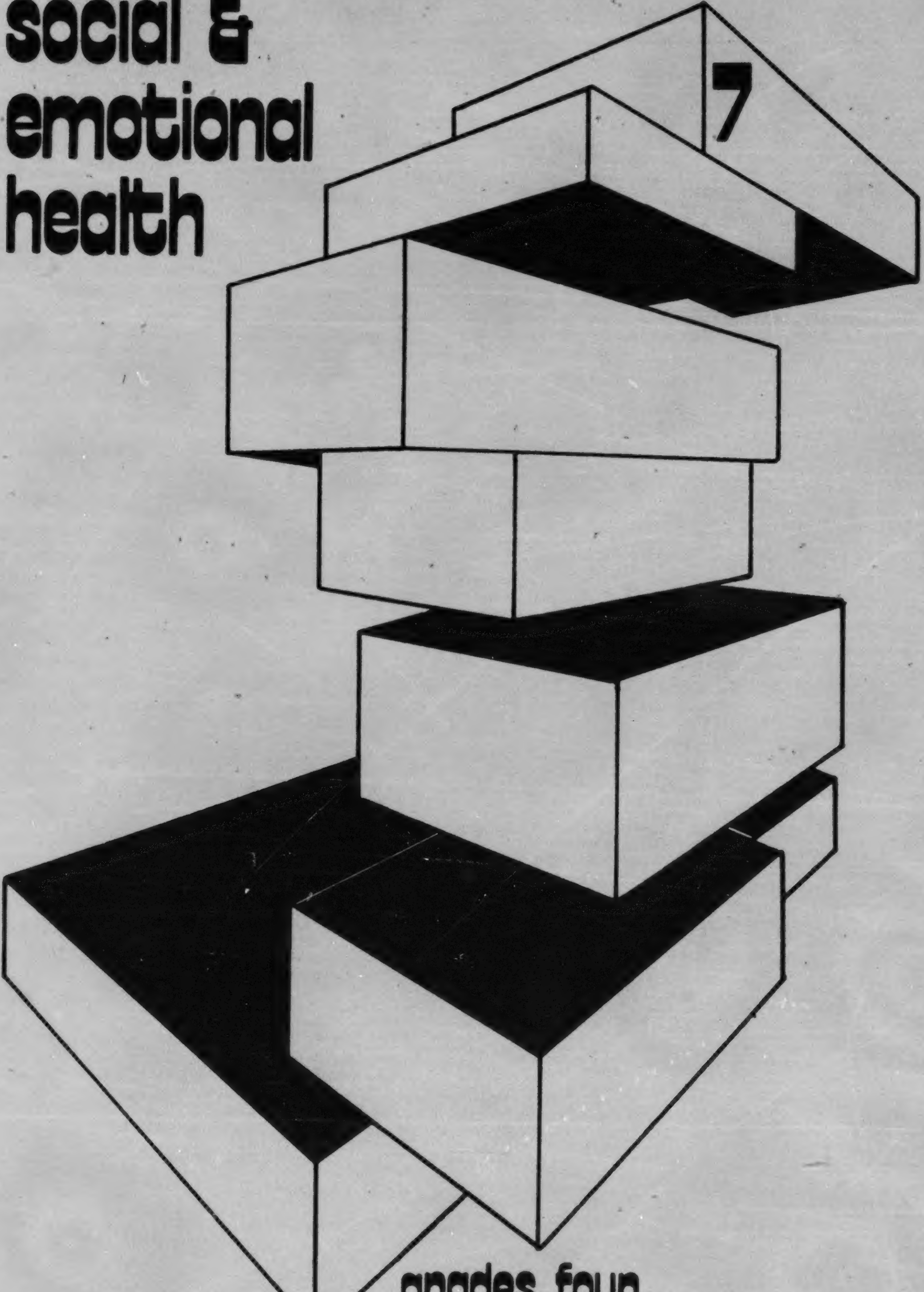
CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	should take in electrical storm. Discuss why frayed cords should be replaced at once.	
First aid is defined as "the immediate and temporary help given to a victim before the doctor comes."	Discuss skills dealing with care of various injuries. Discuss remedies of olden days and present day medicines. Show film (4020) "Breathing for Others" - 14 min. Discuss how one can quickly assess a situation, call a doctor, aid the injured, etc. Acquire a chart of poisons from the druggist. Discuss the symptoms of poisoning and stress the importance of prevention. Discuss the correct method of handing a pencil or a pair of scissors to another person. Let the students make a poster showing all the materials that should be in a first aid kit. Discuss the proper treatment of shock.	Each student should know and understand simple first aid procedures and at the same time develop an awareness and safety consciousness while receiving this training.
Proper behavior such as courtesy and good manners while riding on the school bus is desirable.	As opportune time arises, discuss one's proper behavior and unacceptable behavior on the buses and school ground before and after school. Show film (306) "Safety on our School Bus" - 11 min.	Students should develop proper attitudes toward safety on school buses and should obey rules set up by the school.
A fatigued person is more prone to accidents.	Discuss fatigue as a factor involved in some accidents.	Every student should know that when he is fatigued and that he should not work or play near hazardous situations when he is fatigued.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Be able to recognize poisonous plants and how to avoid them.	Learn to identify poison oak, ivy and shumac. Make charts to show identifying characteristics of each plant. Discuss remedies to alleviate discomfort.	Each student should not only know what these plants look like but should also avoid them and establish attitudes toward their avoidance.
It is imperative that children be briefed on the use and misuse of firearms.	Encourage 4-H clubs, scouts, etc. to sponsor a firearms safety workshop for students. Have National Recreation Association representative in to discuss firearms safety and use.	Each student should know of the danger associated with firearms and should practice precaution in the use of firearms.
The sun should be taken in gradual doses since long exposure may produce painful burns.	Discuss the dangers of sunburn. Discuss the prevention and treatment of sunburn.	Each student should know the dangers dealing with sunburn and exercise caution to prevent over exposure.
Proper safety procedures and practices are necessary for the enjoyment of swimming and boating.	Learn to obey all laws dealing with safety equipment in boats. Make charts of safety rules for swimming (near the end of school year). Show film (4025) "Seconds Count" - 15 min. Show film (4719) "Small Craft Safety" - 14 min. Show film (7466) "Safety on the Water" - 28 min. Show film (5250) "Basic Techniques of Drown Proofing" - 12 min. Learn to swim in physical education program if possible. Discuss the rules to learn for playing in or near water in warm weather or cold weather. Make a list of the pools and other swimming areas in your community. Tell what some of the safety regulations are.	Each student should develop positive attitudes and practices when swimming, boating and water skiing. To learn to be safe around water is a must.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Secure swimming posters from American Red Cross and post in your room.	
The role of the safety patrol and its rules should be common knowledge of school children.	Discuss the role of the safety patrol. Discuss how students can be of assistance to the safety patrol. Discuss safety patrol problems. Discuss the characteristic of a good patrolman and of a good policeman. Show film (771) "Your Ticket to Safety" - 11 min.	Each student should learn to obey and be courteous to the appointed officials who help people cross streets safely.
Bicycle safety must be practiced at all times.	Discuss laws dealing with bicycle safety. Have the students write an essay dealing with bicycle trips and the hazards encountered on the trip. Show the film (942) "The Bicycle Clown" - 10 min. Show film (564) "Bicycle Safety" - 9 min. Show film (1002) "Once Upon a Bicycle" - 11 min. Show film (1273) "You and Your Bicycle" - 8 min. Let the students form a bicycle safety club and have bicycle inspections. Give school bicycle licenses when a student passes a developed test. Plan excursions for cyclists.	Each student should know of the hazards dealing with bicycles and other moving vehicles.
Pedestrian safety is based on proper attitudes and behaviors toward the dangers involved in speeding vehicles. Automobile passengers sometimes contribute to auto accidents.	Discuss the responsibility of the individual dealing with pedestrian safety. Make surveys of busy intersections and keep a record of vehicle violations during a period of time. Publish the results in school or local paper. List persons who went out	Each student should learn to respect vehicles as potential accident causers. He should understand how courtesy and good manners in an automobile can contribute to a safe and pleasant journey.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	of their way to be cautious and courteous. Show film (715) "Stop, Look, Think" - 10 min. Show film (1322) "When you are a Pedestrian" - 10 min. Show film (682) "Signs Take a Holiday" - 10 min. Have the students write a letter to the National Safety Council and find out how many people were killed in auto accidents. Request a list of causes of motor vehicle accidents. Have children write essays on how one can help to save lives while he is a passenger in a moving automobile.	

social & emotional health



grades four through six

LEARNING BLOCK SEVEN

SOCIAL AND EMOTIONAL HEALTH

4-5-6

The purpose of this block is to teach the child the importance of making new friends as well as keeping old ones, to understand the factors which influence personality development and attitude changes and to understand oneself as a basis for developing wholesome family relationships.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
There are many ways to cultivate new friends.	Have the students make a list of things that he can do that will improve the feeling of his friends toward him. Let students explain to the class why he likes his best friend and list some of his good traits. Discuss importance of learning how to handle both success and failure. Explain that making and keeping friends involves certain responsibilities. Show film (518) "Everyday Courtesy" - 11 min. Show film (778) "Making Friends" - 11 min.	Each student should learn that it is important to be friendly toward one's peers, to act in a pleasant manner toward adults and to meet others through the development of hobbies or similar interests. He should learn that a clean, wholesome and neat appearance helps to attract new friends.
Personality development depends upon heredity, environment and experience.	Have certain children bring photographs of their families. Point out evidences to the class that would indicate heredity influences. Explain that physical growth depends upon inherited characteristics as well as food, rest, sleep and exercise. Have	Each student should understand that heredity is the sum of qualities and potentialities derived from one's ancestor; that environment is the sum of social, cultural, climatic and geographical features of one's

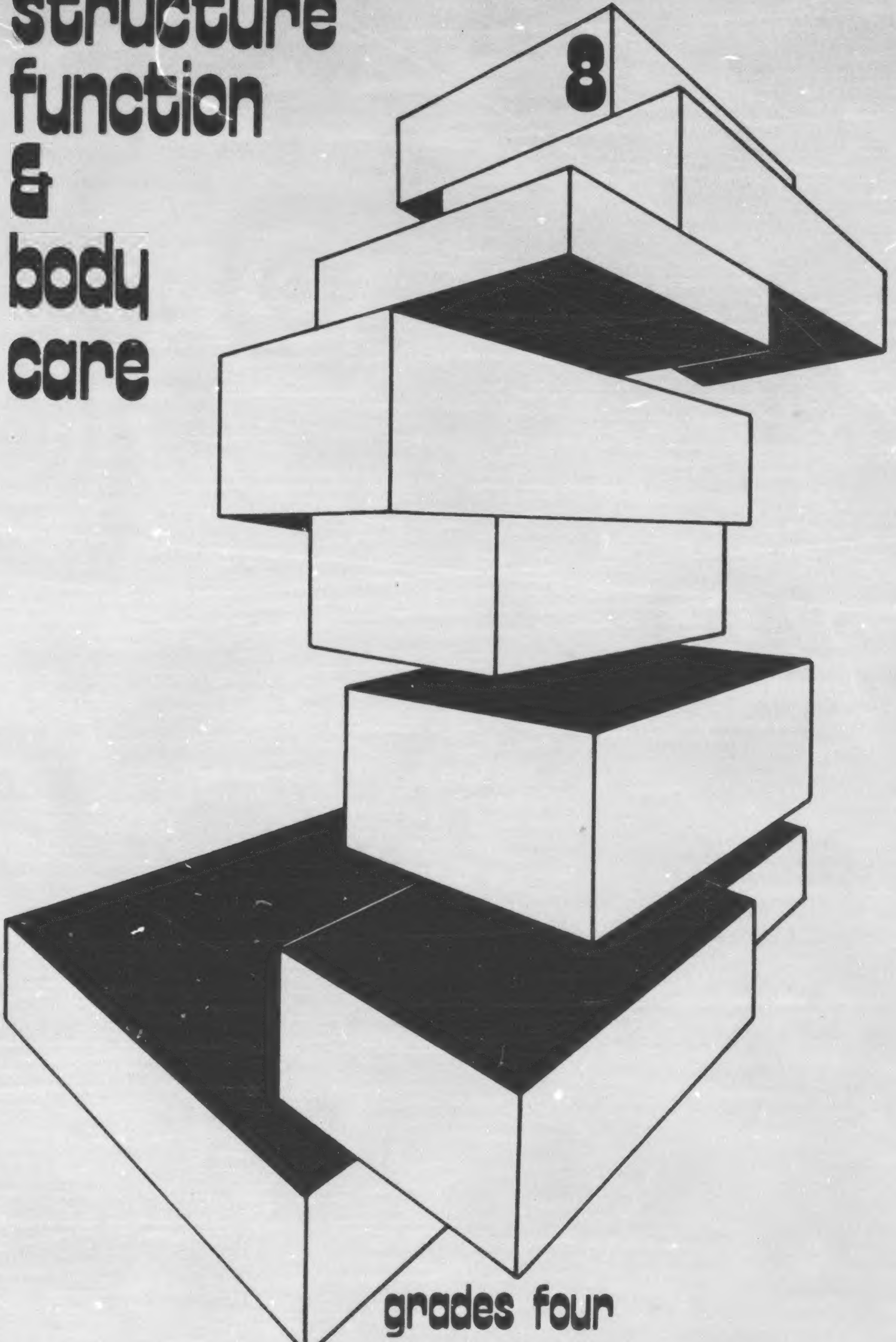
CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	children write papers on "An Individual may Learn to Know Himself through Evaluation of his Assets and Liabilities." List some of the conditions of daily living which, if improved, would lead to better health. List and discuss some of the emotional reactions that indicate immaturity. Show film (4014) "Control your Emotions" - 15 min.	surroundings, and that experiences, both good and bad, also help to mold a personality.
There are specific personality traits which family and friends find acceptable.	Have the students list the qualities they like in people and discuss ways these qualities may be developed. Analyze the personality of a school or class leader and point out the traits that make him an attractive personality. Clip pictures from magazines and newspapers of boys and girls who are well groomed. Show film (1474) "Keeping Clean and Neat" - 11 min. Show film (1445) "Posture Habits" - 11 min. Show film (518) "Everyday Courtesy" - 11 min. Show film (488) "Words of Courtesy" - 11 min. Show film (T) (7055) "From Ten to Twelve" - 26 min.	Each student should learn that the appearance of a person, his manner of speech and behavior, his abilities, habits and attitudes are important elements of personality.
People differ in many ways. No two people, not even brothers and sisters, are exactly alike.	Have the students make a list of some ways in which their best friend is different from them. Have the students make a collection of leaves from different kinds of trees in their neighborhoods.	Each student should recognize that individual differences are desirable. He should learn that differences in people and things help to make life interesting.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	then study the leaves to learn more about differences and likenesses in nature. Emphasize that no two people look, act, feel, learn, play, work and think exactly alike. Have class discuss or write about "How has our school been made richer this year because of the many different children - with different interests and abilities - who attend it." Ask why some girls of eleven years old or so are taller than the boys in their class, review film (T) (4416) "Discovering Individual Differences" - 22 min. Review film (T) (4415) "Each Child is Different" - 17 min.	
Children can further their development by working and playing with others.	Discuss why is it necessary for one to learn to get along with other people both individually and as a member of a group. Ask how living with brothers and sisters helps one to grow. Discuss how parents help one to mature and why one still needs their love and guidance. Have a panel discuss how to become a good sport. Have students write about why the ability to get along with others involves concern for their happiness. Have individual in class list the organizations to which they belong. also have them list qualifications for membership in some organizations.	Each student should learn how to enjoy working and playing in a group. He further learns to be a good guest, a good host and a good sportsman.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
There are many factors which can help children to be more successful when they are involved in play activities. Being able to participate in a wide variety of physical activities and hobbies is a must at this age.	Define "total" fitness of the individual. List and discuss games suitable for quiet periods. Invite the physical education teacher or coach to demonstrate ball handling activities. Teach certain rhythm activities in classroom. Explain self-testing activities. List and demonstrate the basic skills of movement - walking, sitting, standing, falling, running, jumping, etc. Select members of class who have recently attended baseball, football or basketball games and have them discuss some of the rules and ethics of the games. Show film (4382) "Discussion Problem: Good Loser" - 14 min.	Each student should understand that a physically fit child with good muscle development receiving proper rest and sleep makes play activity more enjoyable and less tiring. He should also learn that an understanding of rules and strategy and practice of skills makes a game more pleasant to play.
A positive attitude toward family, friends, school and community should result in the acceptance and sharing of responsibility.	Initiate a discussion of the meaning of sharing and responsibility. Show film (594) "Developing Responsibility" - 10 min. Show film (1576) "School Rules: How They Help Us" - 9 min. List on the chalkboard some of the responsibilities a student should assume in the home. Discuss family life in other lands. Show film (1000) "Our Family Works Together" - 11 min. Show film (T) (4143) "Families First" - 18 min. Have students write essays dealing with family cooperation, respect for others and behavior at home.	Each student should learn that sharing and taking responsibility in the home will make for better family cooperation and understanding.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
In order to carry out responsibility, one must learn to budget his time for work and play. There is a need for a balance of activities.	Have each student draw a fraction wheel representing a day and include major activities for a week day and a weekend day. Let them discuss the wheels in relation to need for rest, study time, chores at home, playing, eating, etc and compare wheels with each other. List some of chores which a child can perform in the modern home. Ask students if their parents allow them to shop, help with the selection of food and clothing. Have students write themes on the need for leisure time activities. Show film (4748) "Family of Amsterdam" - 16 min.	Each student should learn to work out (with the help of parents), weekly and daily schedules of his time budget, giving due consideration to the family structure and the needs for study, play and recreation.

structure function & body care



grades four through six

LEARNING BLOCK EIGHT

STRUCTURE, FUNCTION AND CARE OF THE BODY

4-5-6

The purpose of this block of learning is to promote a better understanding and appreciation of the basic structure, function and development of the human body; to gain a knowledge of the interrelationships among the body systems; to gain an understanding of the potential and limitations of the body; and to learn health behaviors which reflect a knowledge of the proper care of the body, particularly the care of the special senses.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
The cell is the basic unit of structure in all living things.	Draw and label parts of a typical cell. Use microscope and/or microviewers and slides to observe different kinds of cells. Let students draw several different kinds of cells such as blood, muscle, nerve, etc., and discuss how they are suited to the job they perform. Have them write a brief summary of each drawing. Construct bulletin board. Collect frog, toad, salamander eggs and watch and record developmental stages. Demonstrate the reproduction of yeast shells.	Each student should understand that cells may differ in order to perform different functions and that tissues combine into organs.
Various organs and tissues work together to form body systems.	Study and discuss the skeletal system. Examine a model skelton or chart, note shapes of different bones and how bones fit together. Compare hinge and socket joints.	Each student should understand and appreciate the organization and interrelationships of the body systems.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Describe the two basic types of muscles. List the organs of the body which are made up of involuntary muscles. Construct a drawing of a pair of muscles. Explore movement activities and determine what muscle groups are used. Develop a bulletin board showing drawings of parts of the skin. Explain how skin tans and what makes freckles. Compare protecting covering of humans with animals. Show film (1813) "Healthy Skin" - 11 min. Draw a diagram of the basic parts of the digestive system. Discuss how the digestive system changes food into usable form for the body cells. (Refer to Block Four - Nutrition and Health). Draw a diagram of the respiratory system and summarize functions of various parts. Discuss "The respiratory system brings oxygen to the body and removes CO_2 from the body. Invite fireman or policeman to demonstrate mouth to mouth resuscitation. Explain that the excretory system takes care of the elimination of waste liquids, solids and gases. Trace oxygen, a solid food and milk through the body until used and eliminated. Explain that the circulatory system transports supplies (food and oxygen) and waste products throughout the body. Examine	

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	model of a heart. Label diagrams of a heart and blood vessels. Explain that the nervous system is a control center which receives, interprets and transmits messages. Make posters showing care of the eyes and ears. Do taste experiments and note relationship between sense of smell and taste. Explain that the endocrine system is the chemical regulator of the body. Draw a diagram and locate the endocrine glands. Point out that the reproductive system provides the cells for producing a new person and a place for the developing embryo to grow until it is complete enough to survive in the outside world. (Refer to Block Five - Personal, Family, School and Occupational Living and Health). Show film (1846) "Reproduction in Animals" - 10 min. (Preview before showing, order on a separate form and have countersigned by the superintendent.	
The individual must accept the responsibility for cleanliness and neatness.	Have students list personal appearance traits of their associates that the students find most attractive. Discuss appropriate grooming and dress for social occasions, picnics and camping. Demonstrate shoe shining equipment available for students' personal use during recess and other free times. Demonstrate good posture, manicuring,	Each student should understand the need for general body cleanliness, enjoy being clean and have regular toilet habits. He should understand and practice proper care of hair, skin and nails, and realize the importance of wearing appropriate, well fitting, clean clothes.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	hair styling and other good grooming techniques. Discuss the correct terminology to use when speaking of the excretory system-body order, carbon dioxide, urine, perspiration and constipation. Discuss foods one must eat to further the process of elimination in the body. List some standards for the purchase and care of shoes and clothing. Explain that cleanliness and grooming promote physical health and mental well being. Show film (528) "Cleanliness and Health" - 10 min. Show film (1106) "Hairdress through the Ages" - 11 min. Show film (1474) "Keeping Clean and Neat" - 11 min.	
Sleep, rest, relaxation and exercise affect mental attitudes as well as physical efficiency.	Discuss the importance of sleep to good performance in activities and in school work. Have students write an essay on "How I feel after playing vigorously in an activity." Have students observe and discuss what has happened to adults around them in relation to luxury and sedentary living of present day society. Discuss television and its effects on exercise, posture and health. Explain that alternation of different types of activities contribute to relaxation. Have each student list the activities that he can do, also list one or two activities each would like to do. Emphasize that the body	Each student should recognize the need to develop desirable habits and attitudes with respect to sleep, rest and relaxation. He should realize too the importance of sleep and rest for growth of body and increase of its efficiency.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	rebuilds itself during sleep, and that physical fatigue is reduced or eliminated through sleep and relaxation. Show film (347) "Your Sleep and Rest" - 6 min.	
The individual should use sound health practices in the care of the special senses.	Discuss parts of the eye and their functions, and how tear glands help protect the eyes. List a set of general rules for care of the eyes. How are the eyes protected? Have a student report on the similarity of the human eye and a camera. Have the students write short themes on the services rendered by the ophthalmologist, the optometrist and the optician. Have a student find out the common eye defects which interfere with vision. Have the students list the three basic parts of the ear, and look up the meaning of names in the dictionary. Discuss why one must be careful when swimming and diving. Discuss why loud sounds, such as dynamite blasts may be harmful to the ears. Discuss how wax should be removed from the ears. List on the chalkboard health practices on the care of the nose. Explain that the sense of smell is a major aid to the sense of taste. Discuss the use of nose drops and inhalators. Demonstrate the proper way to blow the	The student should understand and appreciate the importance of the senses.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	nose. Discuss the importance of the throat and the part it plays in breathing, speaking and swallowing. Look up definitions for laryngitis, pharyngitis and tonsillitis. Show film (1437) "Learning About your Nose" - 11 min. Show film (1848) "Our Senses What they do for Us" - 11 min. Show film (631) "Your Ears" -10 min. Show film (350) "Your Ears" - 6 min. Show film (349) "Your Eyes" - 7 min. Show film (630) "Your Eyes" - 9 min. Show film (4804) "Wonder of our Body" - 14 min. Show film (976) "You and Your Five Senses" - 8 min.	
The teeth perform several functions which are important to man.	Make a drawing of a tooth and label all of its parts. Obtain X-ray pictures of teeth from a dentist, put in slide folders, project on a screen for the class. Review how to maintain a healthy mouth, proper brushing of the teeth, regulated sweets, gum massage, proper diet, regular dental visits and avoidance of injury flouridation. List on the chalkboard activities that might be damaging to the teeth such as biting on hard objects, cracking nuts with the teeth, etc. Have the students write a dental health article for the school paper emphasizing personal	Each student should understand that teeth have a definite relationship to good general health and appearance.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	responsibility for care of one's mouth. Plan a display which shows that a clean mouth, free from decay, gum diseases and malocclusions, is a beauty asset important to smiling, laughing and talking. Explain that all drinking water should be fluoridated. Show film (213) "The Teeth (Development and Care)" - 10 min. Show film (1172) "Dental Health: How and Why" - 10 min. Show film (429) "Save Those Teech" - 10 min. Show film (348) "Your Teeth" - 6 min.	
Strong muscles and good health are essential to good posture.	Study skeleton or anatomical charts that show the relationship of the frame of the body to posture. Draw or construct with pipe cleaners, figures using posture positions for different kinds of static and dynamic posture. Make a bulletin board showing correct standing, sitting and moving posture. Demonstrate proper positions for pushing, pulling, lifting and carrying large and heavy objects. Explain that balanced development is important to movement and posture. List sports which tend to develop one side of the body. Discuss the importance of strong, well shaped feet as a foundation for the body. Discuss ways to keep healthy feet. Have students write a paper	Each student should realize that the fundamentals of correct posture are necessary for best functioning of bodily processes and for efficient accomplishment of each activity.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	on problems of the feet, such as corns, bunions, athletes' foot, warts and flat feet - their treatment and proper care. Have students write papers on the fact that nutrition is essential to good posture. Show film (4991) "Good Posture and Good Health" - 17 min. Show film (1445) "Posture Habits" - 11 min. (second edition). Show film (483) "Your Posture" - 10 min. Invite physical education teacher to speak on "Why Participation in a Variety of Physical Activities is Necessary for Maintenance of Good Posture." Show film (1814) "Healthy Feet" - 11 min.	

chapter 3

integration and correlation of a learning block in a sequential unit

The logical and ideal time to teach a particular block of knowledge is just before the need arises; however, because of the variable factors of maturation and environment this is not always possible.

The teacher must be receptive to cues and hints as to the need of students for particular knowledge. A flexible curriculum will then allow for the interjection of this particular block of knowledge.

The following unit will be expanded and will represent a model for formulating local guidelines.

Subject - Alcohol, Tobacco, Drug Use and Abuse

Grade Level - Kindergarten through Sixth Grade

General Concepts - The increase in the consumption of beverage alcohol by all age groups and the apparent acceptance of moderate drinking by society indicate that there is a need for adequate information concerning alcohol so that mature personal judgments can be made concerning its use.

Through accurate knowledge of drugs and narcotics, their benefits and liabilities, drug abuse shall be avoided.

There is substantial evidence that smoking is harmful to health. Individuals must be aware of and understand the health hazards associated with smoking so they can make an intelligent personal decision on whether to smoke or not to smoke.

UNIT I.

Subject - Alcohol, Tobacco, Drug Use and Abuse

Grade Level - Kindergarten, First and Second Grade

Recommended Time Allotment - Three to Four Hours

Concept - Kindergarten, first and second grade children should be cognizant of the existence of harmful substances. The child should know that

INTEGRATION AND CORRELATION OF A LEARNING BLOCK IN A SEQUENTIAL UNIT

It is recommended that local school systems use the information in this guide as a framework for developing local curriculum materials.

The scope and sequence should be expanded through the involvement of local instructional personnel.

A young person must practice the positive learning of health education at home and at play. Thus the emphasis and stress must be placed on the total life of the individual. The school alone cannot complete the task of developing attitudes and behaviors in young people, and the community, church, and home should share and be included in developing a sound health education program.

The amount of time to be spent on a particular learning will vary considerably. One may want to stress a particular concept with a great amount of emphasis at a given point in time and may just brush the point lightly at another time. A very good example of this would be the use of tobacco. Much stress would be placed on this in the upper elementary grade in one community, while in another community the subject may need to be stressed at a lower or higher grade level.

Also, there are times when a particular subject may just need a small amount of emphasis and the unit may not cover over two class periods. The same subject may take three or four weeks at a particular time when much emphasis is needed.

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medicines are helpful in maintaining health but can be harmful to the body. He should know, too, the different forms of tobacco and that smoking may bring about health hazards.

Expected Outcomes - In the instructional program for kindergarten and grades 1-2 health education should provide opportunity for all children

- to appreciate their own health;
- to protect their health;
- to learn that food is important to their health and that non food substances may be harmful;
- to develop an appreciation of the roles of the physician, the dentist, the nurse and other persons who help them maintain health;
- to learn that pills and other medicines should never be taken except by doctor's direction or when administered to them by parents;
- to learn the dangers of accepting favors from strangers;
- to learn the value of telling their parents or police, if necessary, whenever a stranger bothers them;
- to learn that policemen are helpers who protect them, their homes and their families;
- to know that medicines are helpful in maintaining health, but can be harmful to the body;
- to know the different forms of tobacco and that smoking tobacco may bring about health hazards.

CONTENT

There are different types of liquids, water, salt water, alcohol, etc.

Salt water is sometimes used for medicinal purposes.

There are different types of alcohol, some are found in beverages and medicines and some are found in poisonous substances.

Alcohol has little value as a nutrient.

Medicines are helpful in maintaining health. Some prevent infections, relieve pain, ease an upset stomach and control coughs.

Medicine should be taken under the supervision of a parent as prescribed by a physician or dentist.

Identify liquid substances that are commonly used and which are harmful if misused such as cola drinks, tea, coffee and alcohol.

Many medicine cabinets in the home contain jars, bottles or cans with the poison symbol on them.

Medicine cabinets should be placed out of the reach of children.

Beware of cleaning fluids and powder which are usually stored in the kitchen or laundry room.

Where is tobacco grown?

Why should children beware of strangers and not accept favors from them?

It is imprtant for children to know the policeman in their neighborhood.

How do you report accidents and illness?

SUGGESTED ACTIVITIES (Teacher)
(A simple experiment before the class)

There are different types of liquids. The teacher may demonstrate by placing three glasses on desk. One glass should contain water, another salt water and a third alcohol. Even though all samples appear to be clear, each has its particular uses and properties. Have children smell each sample and comment. Explain that even though the glass contains clear liquid it may contain material harmful to the body. Salt water is sometimes used for medicinal purposes. There are different types of alcohol. Some are found in poisonous substances. Alcohol has little value as a nutrient.

Teacher should bring a few bottles of medicine to class and read instructions as to dosage, proper frequency of use and other instructions on bottle label.

Initiate a discussion on why medicine cabinets should be placed out of the reach of children.

What should be done with old medicines?

Teacher may make up a display of commonly used cleaning fluids and powders.

Teacher should display samples of different kinds of tobacco. Discuss.

Discuss such words as cigarettes, cigars, pipe, filter and menthol.

SUGGESTED ACTIVITIES (Children)

Instruct children to have their parents make an inventory of their medicine cabinet.

Have students draw the symbol for poison.

Have students bring box tops of various cleansing powders, read instructions.

Have students cut out pictures of commonly used substances and place on a bulletin board. Designate which are harmful and which are not.

Have students bring in advertisements for pipes, cigars, tobacco, cigarettes and alcohol.

Have a student talk to his parents and ask them why they smoke or do not smoke. Why they drink alcoholic beverages or do not drink these beverages.

EVALUATION

Have children answer the following questions.

Why should pills and medicines be taken under the supervision of a doctor, dentist or parent?

Why is it unwise to accept favors from strangers?

Why are the policeman and fireman some of our best friends?

Teacher observes various health habits of children, especially food habits.

UNIT II.

Subject - Alcohol, Tobacco, Drug Use and Abuse

Grade Level - Grades 3-4

Recommended Time Allotment - Two to four hours

Concept - The use of alcohol, tobacco and drugs may result in health problems. Individuals react differently to the chemicals contained in tobacco, alcohol or other drugs.

Expected Outcomes - In the instructional program for grades 3-4 health education should provide opportunity for all children to learn

- that all substances taken into the body by any means (eating, sniffing, injection or smoking) affect the complex function of the body and alter its condition;
- that the human body is a miraculous creation and that health is a precious resource;
- that non food substances are potentially damaging to the body and should be used only under special circumstances. (No person should ever inhale the fumes of a volatile chemical and poisonous plants should be avoided.)
- that properly used drugs are of great value to mankind, but improperly used, they can damage the individual and interfere with his success in life;
- that medicines in any form - pill, liquid, powder or other - should not be taken regularly except when properly prescribed;
- that there is substantial evidence that smoking, particularly cigarette smoking, is harmful to health;
- that the increase in the consumption of alcohol by all age groups and the apparent acceptance of modern drinking by society indicate that there is need for adequate information concerning alcohol so

that mature personal judgments can be made concerning its use.

CONTENT

There are different types of alcohol; ethyl alcohol is found in alcoholic beverages, methyl alcohol is highly poisonous and is unfit as a beverage.

Alcohol contains no vitamins, proteins or minerals.

Milk and fruit juices are more nutritious than other beverages.

Alcohol has high caloric value, an eight ounce glass of beer contains 100 calories, an ounce of whiskey contains 75 calories.

Alcohol is used to manufacture many products such as food and medical products, flavoring, solvents, medicines and antiseptics.

It is illegal for children to be served alcoholic beverages.

The decision to smoke or not to smoke should be based upon an intelligent interpretation of facts and not upon peer pressure or a personal desire to be "grown up."

Smoking is an expensive habit.

Marijuana, a habit forming drug, is derived from the hemp plant.

Marijuana when ground up and smoked in a cigarette may affect the central nervous system and may produce a dream like state in which the person is only partly conscious.

The inhalation of the fumes and non medicinal substances is a dangerous way to get a "kick" or a "thrill."

SUGGESTED ACTIVITIES (Teacher)

Discuss that certain liquids are necessary for growth, others are not conducive to good health.

Emphasize that milk and fruit juices are more nutritious than other beverages.

Have a chemist discuss the uses of alcohol.

Explain that drinking alcoholic beverages may cause drunkenness.

Discuss the differences between normal behavior and drunken behavior.

Discuss the State prohibits the sale of alcoholic beverages to children.

Discuss why a child will get drunk more easily than an adult.

Discuss and demonstrate the hemp plant and its uses.

Line children up on the playground and have them throw and catch balls. How do the different children react to this activity? Would marijuana use cause a quicker or slower response.?

Explain that people under the influence of marijuana often do not have good judgment, e.g., when driving a car.

Explain that marijuana users may become involved with more dangerous drugs such as herion.

Institute a question box in which children may place questions and problems for classroom discussion.

SUGGESTED ACTIVITIES (Children)

Have children make a bulletin board concerning the uses of alcohol in industry and medicine and the effects of its ingestion in the human body.

Have the children demonstrate the body's use of alcohol with its use of proteins, fats and carbohydrates.

Have children examine labels on bottles in the kitchen and medicine cabinet for alcoholic content.

Have children investigate through reading the effects of smoking on health, effects of smoking on physical performance, the fact that smoking is an expensive habit, safety implications of smoking.

Explain that most people smoke to win the approval of their peers.

Have children make a simple drawing of the central nervous system.

Have children make posters displaying marijuana leaves and specimens of other plants from which drugs are extracted.

Have children discuss marijuana, a false solution for their personal problems.

Have children read warnings from labels on empty paint cans, cleaning fluids, glass tubes and household cleaners.

Have children read and report on the dangers of the inhalation or airplane glue.

Have children discuss safety factors concerning the inhalation of non medical substances with parents and older brothers and sisters.

EVALUATION

Have children answer the following question.

Why does the state make it illegal to sell cigarettes and alcoholic beverages to children?

How does cigarette smoking affect athletes?

What is the effect of alcoholic beverages on the driver of an automobile?

What is the wisest policy for young people to follow with respect to the use of alcohol and tobacco?

What is the effect on the individual of the inhalation of such non medicinal substances as airplane glue, paint, paint thinner, nail polish remover and gasoline?

Teacher should check with parents to determine whether children are bringing home pertinent information taught in classroom.

References and materials are listed at the end of Unit III.

UNIT III.

Subject - Alcohol, Tobacco, Drug Use and Abuse

Grade Level - Fifth and sixth grades

Recommended Time Allotment - Three to four hours

Concept - Health and fitness can be impaired greatly by the misuse of alcohol, tobacco and drugs. Alcohol has been used in many ways throughout the ages and man has used tobacco for many centuries. Much research has shown that smoking is dangerous to health. Man has used drugs in one form or another for many thousands of years. Even in the earliest times man was concerned with the use of drugs.

Expected Outcomes - In the instructional program for grades 5-6 health education should provide opportunity for all children to

- understand the nature of alcohol and its effects on family and community life;
- understand the economic aspects of alcohol use;
- acquire a knowledge of the uses and abuses of alcohol;
- appreciate the role drugs play in the control of disease and pain;
- understand the nature and basic differences among drugs;
- realize that drugs are potent agents that have potential for serious harm if misused;
- understand the development and history of tobacco production and use so as to better appreciate the significance in America today;
- know that modern research has demonstrated a casual relationship between lung cancer and smoking;
- realize that smoking is detrimental to one's health and growth;
- be able to arrive at a sound and sensible decision about tobacco use based on scientific evidence.

CONTENT

Alcohol has been used in many ways throughout the ages.

Alcohol in beverages differ from other types of alcohol.

Alcoholic beverages are derived from the fermentation of sugar and yeast.

Alcohol is harmful to the body in many ways. It affects judgment, speech balance, vision and coordination.

Alcoholics and their families can obtain help from a number of different organizations.

Young people start to drink socially for many reasons.

Man has used tobacco for many centuries.

Tobacco disturbs the normal function of many of the body systems.

There are many factors which motivate children to smoke.

There are valid reasons why one should not smoke.

Tobacco is made from a leaf plant which contains a poison called nicotine.

Smoking can undermine a person's health.

People who are insecure cultivate the habit of smoking marijuana to escape from reality.

Barbiturates, otherwise known as "goof balls" are sedatives which users take to relieve pain or anxiety.

The inhalation of the fumes from chemicals such as gasoline, paint thinner and airplane glue produces states resembling alcoholic intoxication.

People become involved with drugs when they seek excitement or acceptance by their peers.

SUGGESTED ACTIVITIES (Teacher)

Lead a discussion on the fact that alcohol has been used in many ways throughout the ages.

Discuss the following. Alcohol affects the body systems and organs. Alcohol is absorbed readily from the stomach and small intestine. The blood stream absorbs most alcohol and delivers it to cells in the body. The liver oxidizes alcohol. Alcohol causes several reactions in the body, e.g., nervous and circulatory.

Discuss elimination of alcohol by the body. Investigate and report to the class that social drinking is acceptable in many societies.

Give a short delineation of how man has used tobacco through the ages.

Discuss the cost of careless smoking habits which may result in great loss of timber, wildlife and recreation areas.

Discuss the effects of smoking on the body--heart rate, shortness of breath, appetite, irritation of the nose and throat and life span.

Discuss how smoking can affect the performance of an athlete.

Discuss how man has used drugs in one form or another for thousands of years.

Discuss how drugs may destroy some disease germs, control body reactions, relieve pain and affect a person's mood.

Discuss why the physician is the only one who should prescribe drugs.

Discuss the habit forming effects of repetitive use of sleeping pills, tranquilizers, diet pills and stimulants.

Discuss the hazards of inhaling the fumes of chemical products such as gasoline, paint thinner and airplane glue.

Explain that people become involved with drugs when they seek excitement or acceptance by the peers.

SUGGESTED ACTIVITIES (Children)

Write papers on the use of alcohol in the American Colonies.

Investigate through committee reading the early and present production of wine in Italy and France.

Investigate through reading the use of alcoholic beverages for special occasions by different nationalities.

Consult the science teacher and have him give his ideas about developing posters on "Alcohol - A Disinfectant," "Alcohol - A Preservative," and "Alcohol - A Drug."

Have a panel discussion on the fact that excessive use of alcohol may lead to problems, e.g., auto accidents, physical deterioration, social problems and economic problems.

Have students write papers on "Alcoholism is a Disease."

Have students compare the cost of beverage alcohol and the cost of nutritional foods.

Have students investigate how much Americans spend on alcoholic beverages a year and how much they spend on food.

Have a committee investigate the role of Alcoholics Anonymous in helping alcoholics.

Investigate the expansion of the tobacco industry and what it means to the economy.

Investigate the cost of smoking one pack of cigarettes a day, for a week, a month and for a year.

Have students discuss how tobacco advertising may be misleading.

Have students request materials on lung cancer and other diseases from the local Cancer Society.

Have students construct posters and graphs showing the lung cancer death rate of cigarette smokers and non smokers for the past 25 years.

Have students survey parents on their attitude toward smoking.

Have a committee prepare a report on the main conclusions of the Surgeon's Committee on Smoking and Health.

Have students investigate and report on the "magical" qualities of drugs among primitive peoples (casting out demons, etc.).

Have students list the drugs that are derived from plants.

Have students survey and list the number of drugs, home remedies and other concoctions used for the cure of the common cold.

Have students examine the purposes of the Food and Drug Administration.

Have students bring in advertisements of patent medicines for colds, muscle aches, headaches, upset stomach, etc. How effective are these medicines?

Have students recall and discuss incidents concerning well known persons who died from an overdose of sleeping pills.

Have students debate the question "Should we regard drug users as criminals or as people in need of medical help?"

EVALUATION

The teacher may administer tests based upon questions and statements as follows.

What may be the effects of the excessive use of alcohol on family and community life?

List the role that drugs play in the control of disease and pain.

Why is smoking detrimental to one's health and growth?

What are the factors which motivate young people to smoke.

Why do some individuals take barbituates or "goof balls?"

Where can alcoholics and their families receive help?

Why is the physician the only one to prescribe drugs?

Make up a list of words on alcohol, tobacco and drugs which are new to you.

A selected bibliography of books, pamphlets, textbooks, curriculum guides, films and references for teachers will be found in the appendixes.

appendices

APPENDIX A

ACCIDENT REPORT FORM*

School ______________________ Address ______________________ Zip Code __________

I. STUDENT INFORMATION

A. Name ______________________ (Last, First, Middle) B. Grade __________ C. Age __________

D. Sex — ☐ Male ☐ Female E. Teacher ______________________

II. ACCIDENT INFORMATION

A. Time of Accident ☐ A.M. ☐ P.M. B. Date __________

C. Supervised Activity ☐ Yes ☐ No Name of Instructor Present ______________________

D. Nature of Injury (May be completed after medical examination)

1. ☐ Abrasion
2. ☐ Animal or Insect Bite
3. ☐ Asphyxiation
4. ☐ Bruise
5. ☐ Burn
6. ☐ Concussion
7. ☐ Contact—Toxic Substance
8. ☐ Cut
9. ☐ Dental
10. ☐ Dislocation
11. ☐ Foreign Body
12. ☐ Fracture
13. ☐ Heat Exhaustion
14. ☐ Laceration
15. ☐ Puncture
16. ☐ Shock, Fainting
17. ☐ Sprain
18. ☐ Other __________

E. Part of Body Injured

I. Head

1. ☐ Scalp
2. ☐ Back
3. ☐ Front
4. ☐ Eyes
5. ☐ Ear
6. ☐ Nose
7. ☐ Mouth
8. Teeth
9. Neck

II. Trunk

1. ☐ Chest
2. ☐ Abdomen
3. ☐ Back

III. Arms

1. ☐ Shoulder
2. ☐ Upper Arm
3. ☐ Elbow
4. ☐ Lower Arm
5. ☐ Hand
6. ☐ Fingers

IV. Legs

1. ☐ Hip
2. ☐ Upper Leg
3. ☐ Knee
4. ☐ Lower Leg
5. ☐ Foot
6. ☐ Toes

F. Location of Accident

1. ☐ Athletic Field
2. ☐ Cafeteria
3. ☐ Classroom
4. ☐ Gym
5. ☐ Hallway
6. ☐ Lab
7. ☐ Playground
8. ☐ Restroom
9. ☐ Shower—Dressing Rooms
10. ☐ Stairs
11. ☐ Street
12. ☐ School Bus
13. ☐ Vocational Shops
14. ☐ Other __________

III. CONTRIBUTING CAUSES

A. Environmental Factors

1. ☐ Crowding
2. ☐ Doors
3. ☐ Drinking Fountain
4. ☐ Equipment
5. ☐ Floors
6. ☐ Surface
7. ☐ Lighting
8. ☐ No Handrail
9. ☐ Mechanical Defects
10. ☐ Ventilation
11. ☐ Weather
12. ☐ Other __________

B. Human Factors

1. ☐ Active Game
2. ☐ Fatigue
3. ☐ Fighting
4. ☐ Horseplay
5. ☐ Improper Attitude
6. ☐ Lack of Training or Experience
7. ☐ Preoccupation
8. ☐ Running
9. ☐ Violation of Rules
10. ☐ Other __________

C. Agents

1. ☐ Animal or Insect
2. ☐ Electricity
3. ☐ Fire
4. ☐ Gases
5. ☐ Liquids
6. ☐ Physical Ed. Equipment
7. ☐ Pencil
8. ☐ School Equipment
9. ☐ Solids
10. ☐ Student
11. ☐ Vehicle
12. ☐ Other

IV. ACCIDENT DESCRIPTION

Describe the accident in your own words. Please give all details so that this accident report may be used to prevent other similar accidents.

V. POST ACCIDENT INFORMATION

A. **Was First-Aid given?** ☐ **Yes** ☐ **No** **By whom** ____________

Describe ____________

B. **Does health record indicate tetanus immunization currently effective?** ☐ **Yes** ☐ **No**

C. **Was parent or other responsible person notified?** ☐ **Yes** ☐ **No** **By whom** ____________ **Time** ______

D. **If no, explain** ____________

E. **Was student sent home?** ☐ **Yes** ☐ **No** **If yes, was he accompanied?** ☐ **Yes** ☐ **No**

F. **Was student sent to physician?** ☐ **Yes** ☐ **No** **Name of physician** ____________

G. **Was student sent to hospital emergency room?** ☐ **Yes** ☐ **No** Name of hospital ____________

H. **Method of transportation** ____________

I. **Days absent** ____________

J. **Extent of property damage** ____________

VI. ACTION TAKEN TO PREVENT SIMILAR ACCIDENT

A. Instruction. I

1. ☐ **Discussed at staff meeting**
2. ☐ **Discussed in each class as part of regular instruction**
3. ☐ **Discussed with Parent**
4. ☐ **Personal instruction given to student**
5. ☐ **Personal instruction given to personnel in charge**
6. ☐ **Presented as a subject of assembly program**

B. **Policy or corrective action**

1. ☐ **Corrected operational procedures**
2. ☐ **Notified school safety committee**
3. ☐ **Repaired faulty equipment**
4. ☐ **Safety specialist invited to school to assist in safety program**
5. ☐ **Safety rules amended to prevent recurrence**
6. ☐ **Suggest closer supervision**

C. **Other**

D. ☐ **No action taken**

VII.

Signed ____________ **Title** ____________ **Date** ______

Teacher ____________

Other Witness ____________

____

---

*Issued by the Division of Elementary and Secondary Education, Bureau of Instruction, Kentucky Department of Education - Wendell P. Butler, Superintendent of Public Instruction.

APPENDIX B

FIRST-AID SUPPLIES***

Adhesive compresses, 1 inch (Band-aid type)	Package of 100
Sterile gauze squares 3 inches x 3 inches, individually wrapped (steripad type)	Package of 25
Roll of sterile gauze, 4 inches wide by 5 yards long	1 package
Triangular bandages	3 bandages
Adhesive tape, 1/2 inch	3 rolls
Adhesive tape, 1 inch	1 roll
Roller bandages, 1 inch	6 rolls
Roller bandages, 2 inches	6 rolls
Splints, Yucca No. 1 (or equivalent metal splints)	6 splints
Absorbent cotton (sterile)	1/4 lb.
Applicator sticks, cotton tip	25
Ammonia (Aspiral No. 1)	1 box (4)
Table salt	1 package
Soap cake or Phisohex (4 oz. bottle)	1 cake or bottle
Flashlight	1 flashlight
Scissors, blunt end	1 pair
Safety pins, medium size	24 pins
Red Cross First-Aid Textbook (latest edition)	1 book

Quantities depend somewhat on nearness to physician. In isolated areas, a

4 ounce bottle of zephiran or methiolate may be used as a skin antiseptic, if approved by the local physician.

Schools with more than 100 pupils should have dispensable supplies in proportion. Large schools might have more than one cabinet of supplies located in areas throughout the building.

No fever thermometer should be located at school. Medical personnel are the only ones authorized to use a thermometer.

[***] EMERGENCY CARE FOR SICKNESS AND ACCIDENTS OCCURING AT SCHOOL, Issued by the Division of Elementary and Secondary Education, Bureau of Instruction, Kentucky Department of Education - Wendell P. Butler, Superintendent of Public Instruction.

APPENDIX C

GEORGIA SCHOOL LAWS, 1973

32-911. Immunization of children as a prerequisite to admission. (a) No child shall be admitted to a public school operating in this State unless such child shall first have been immunized from contagious diseases itemized in appropriate rules and regulations promulgated by the State Board of Health. The child's parent or guardian shall furnish the school to which admittance is sought with a certificate of a physician licensed under the laws of the State of Georgia or public health department acknowledging that the child has been immunized before the child shall be admitted.

(b) The State Board of Health shall determine which diseases are to be included in the rules and regulations promulgated by the local boards of health. The State Board of Health shall immediately determine which diseases shall be included, and shall convey the list of diseases to the local boards of health. The list of diseases may be revised whenever the State Board of Health deems it necessary, and the local boards of health may revise their rules and regulations accordingly.

(c) Any school official permitting any child to remain enrolled in any public school for a period in excess of 120 days in violation of this Section and any parent or guardian of any child who shall fail to comply with the provisions of this Section within 120 days of the date the child shall first be admitted to any public school shall be guilty of a misdemeanor and, upon conviction thereof, shall be punished as for a misdemeanor.

(d) If, in the discretion of the health authority having jurisdiction or any physician licensed under the laws of the State of Georgia, any child to whom this section applies shall be deemed to have a physical disability which may contraindicate vaccination, a certificate to that effect issued by the health authority or physician may be accepted in lieu of a certificate of vaccination. This exemption shall not apply when such disability shall have been removed.

(e) The provisions of this section shall not apply if the parent or legal guardian of such child objects thereto on the grounds that such immunization conflicts with the religious tenets and practices of a recognized church or religious denomination of which said parent or guardian is an adherent or member; provided, that immunization may be required in these cases when such disease is in epidemic stages. (Acts 1880-1, p. 97; pp. 288, 325, 1946, pp. 206-207; 1957, pp. 455; 1964, pp. 499, 664; 1968, pp. 1436, 1437; 1973, pp. 910, 911.)

APPENDIX D

RULE OF THE DEPARTMENT OF PUBLIC HEALTH
DIVISION OF EPIDEMIOLOGY
CHAPTER 270-2-4
IMMUNIZATION OF CHILDREN AS A PREREQUISITE TO ADMISSION TO SCHOOL

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270-2-4.08 Certificate of Immunization for a Child Immunized Outside of Georgia
270-2-4.09 Enforcement

270-2-4.01 DEFINITIONS. Unless a different meaning is required by the context, the following terms as used in these Rules shall have the meaning hereinafter respectively ascribed to same:

(a) "Immunization" means the production of specific protective antibodies, or of cellular immunity, as a result of a previous infection or of the introduction into the body of a specific antigenic agent.

(b) "Adequate Immunization" means the presumptive presence in the body of an immunized person of sufficient specific antibody to protect from illness following exposure to the specific infectious agent of the disease, or a presumptive state of being so conditioned by previous experience with a particular disease as to provide an immediate and protective response upon exposure to a specific infectious agent of that disease.

(c) "The Immunization Schedule Recommended for Local Boards of Health in Georgia" shall mean that immunization schedule developed by a committee of the Department designated for this purpose and approved by the Director.

(d) "Department" means the Department of Public Health of the State of Georgia.

(e) "Public School" means any school operating within the State of Georgia for which the State of Georgia through its State Board of Education or State Department of Education provides direct financial support.

(f) "Local Board of Health" means any County Board of Health supported in part by the allocation of funds of the State of Georgia by the Department.

(g) "Physical Disability" means any physical condition or physiological idiosyncrasy which might in the opinion of a physician licensed to practice in Georgia cause a specific immunization to endanger the life or health of the recipient.

(h) "Conflict with the religious tenets and practices of a recognized church or religious denomination" means any contradiction which may arise between immunization procedures and a specific religious tenet against acceptance of a product derived from human or animal blood; or to the acceptance of a specific immunizing agent however manufactured; or any objection in principle to immunization which is stated in a written article or articles of faith and attested in writing by the parent or guardian of a child and countersigned by the priest, rabbi, minister, elder, or other elected or appointed leader of a congregation or religious organization which meets regularly for religious services or worship and to which the child, his parent, or guardian adheres or belongs: provided further that such written statement of a parent or guardian that a conflict or contradiction exists may be validated in the absence from the community of a qualified leader or official of the religious denomination or sect by the countersigning of the affidavit by an officer of a court of record.

(i) "Health Authority" means the Department or a County Board of Health in Georgia or the corresponding agencies in another state or nation (if functioning in the enforcement and administrative procedure necessary to secure satisfactory compliance with the provision of Section 32-911 of the Georgia Code (Ga. Laws 1968, pages 1436-1438, and the rules, regulations, and standards adopted thereunder.)

(j) "Physician" shall mean a physician licensed under the laws of Georgia to practice that branch of medicine which includes the giving of immunizations.

(k) "Director" shall mean the Director of the Georgia Department of Public Health.

Legal Authority: Ga. Laws 1968, pages 1436-1438.

270-2-4.02 PROVISIONS

(1) Certificate of Immunization

(a)[*] No child shall be admitted initially to a public school operating in this State unless a parent or guardian of such child shall furnish to the school authorities a valid and subsisting Certificate of Immunization signed by a physician or such a Certificate certified by a qualified employee of a County Board of Health on forms provided by the Department.

(b) To be eligible for a Certificate of Immunization, a child must have received adequate immunizations as defined herein and

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[*] H.B. 364 signed April 17, 1973 allows for a 120 day period to expire before formal action may be taken for failure to meet immunization requirements.

and listed in Paragraph 270-2-4.03, or the child must have become eligible for a Certificate of Immunization because of physical disability or because of a conflict with the religious tenets of and practices of a recognized church or religious denomination as defined herein.

(c) Any child presenting a Certificate of Immunization attested to by a physician or by a local Board of Health as being a Certificate of Adequate Immunization shall be excused from all further requirements of this Rule of the Department of Public Health, Chapter 270-2-4, entitled "Immunization of Children as a Prerequisite to Admission to School," except that such Certificate issued by Boards of Health for children exempted because of a conflict with religious tenets or practices may be canceled or withdrawn at the discretion of the local Board of Health when the threat of epidemic disease in the community makes such an action appear appropriate.

(d) Any child admitted to school on the basis of a Certificate of Immunization attested to by a physician or by a local Board of Health as a Provisionally Acceptable Certificate of Immunization shall be caused to complete the recommended immunizations before entrance into the second regular year of school in Georgia and before being readmitted to school must procure and present to the authorities of the school proposed to be attended a Certificate of Immunization attested to by a physician or by a local Board of Health as being a Certificate of Adequate Immunization.

270-2-4.03 IMMUNIZATIONS REQUIRED.-Except as provided by law and herein specified, adequate immunization against the following named diseases shall be required for entrance into school:

(a) Diphtheria
(b) Pertussis
(c) Tetanus
(d) Poliomyelitis
(e) Rubella
(f) Measles

270-2-4.04 CERTIFICATION OF ADEQUATE IMMUNIZATION.-Adequate immunization shall be deemed to exist when certification is made by a physician or by a local Board of Health on a form provided by the Department that a child has become immune to a specified disease by reason of having had the disease or has been adequately immunized against the specified disease.

270-2-4.05 OFFICIAL IMMUNIZATION SCHEDULES

(1) "The Immunization Schedule Recommended for Local Boards of Health in Georgia" approved by the State Board of Health shall be deemed the minimum required program of immunization which satisfies the requirement of Adequate Immunization.

(2) Any other immunization schedule which includes the immunizations itemized in Paragraph 270-2-4.03, immunizations Required, and goes beyond the minimum requirements of "The Immunization Schedule Recommended for Local Boards of Health in Georgia" shall be deemed to satisfy the requirement for issuance of a Certificate of Adequate

Immunization.
Legal Authority: Ga. Laws 1968, pages 1436-1438.

270.2-4.06 CERTIFICATE OF IMMUNIZATION ISSUED FOR CHILD WITH PHYSICAL DISABILITY.-A physical disability which contraindicates one or all required immunizations having been found to exist and in the opinion of a physician there being no clear prospect when said disability or disabilities can be removed, said physician may at his discretion issue a Certificate of Immunization attested to as Adequate or as Provisionally Acceptable. A Certificate of Provisionally Acceptable Immunization issued for this reason shall be subject to review as provided herein by the certifying physician who may reissue it from year to year if there is cause to believe that immunizations or a specific immunization may finally be accomplished without danger to the child's health.
Legal Authority: Ga. Laws 1968, 1436-1438.

270-2-4.07 CERTIFICATE OF IMMUNIZATION ISSUED FOR CHILD EXEMPT FROM IMMUNIZATION BECAUSE OF A CONFLICT WITH RELIGIOUS TENETS AND PRACTICES.-It is being made to appear upon proper affidavit as defined herein that a conflict with religious tenets and practices exists, the local Board of Health having jurisdiction shall accept and place in a separate file the affidavit furnished and shall issue a Special Certificate of Immunization to this effect. Said certificate shall be subject to cancellation and withdrawal at the discretion of the Health Authority when the threat of epidemic disease in the community makes such an action appear appropriate.
Legal Authority: Ga. Laws 1968, pages 1436-1438.

270-2-4.08 CERTIFICATE OF IMMUNIZATION FOR A CHILD IMMUNIZED OUTSIDE OF GEORGIA.-It being made to appear to a local Board of Health, by presentation of a written record attested to by a physician licensed to practice medicine although not licensed in Georgia, or by presentation of a written record attested to by an authorized representative of the Health Authority of another county, state, or nation, that one or more immunizations have been received by a child for whom entrance into a public school in Georgia is sought for the first time, regardless of the grade of school to be entered, said local Board of Health shall place the presented record on file and shall issue a Certificate of Immunization certifying that the child has received adequate or provisionally acceptable immunizations as may be indicated.
Legal Authority: Ga. Laws 1968, pages 1436-1438.

270-2-4.09 ENFORCEMENT.-Administration and Enforcement of these Rules and Regulations shall be as prescribed in Chapter 88-3, Enforcement and Administrative Procedure, the Georgia Health Code, Acts 1964, pages 499-518.
Legal Authority: Ga. Laws 1968, pages 1436-1438.

APPENDIX E

Georgia Department of Human Resources
CERTIFICATE OF IMMUNIZATION

☐ **Adequate Immunization**

☐ **Provisionally Acceptable Immunization**

☐ **Special Certificate, Record on file in Local Health Department**

Records - ☐ in my office, ☐ in the County Health Department issuing this Certificate - indicate that the child identified below:

Name ____

Parent or Guardian's Name ____

Address ____
(Street No. and Name) (City) (Zip Code)

has received or has been excused for valid medical or religious reasons from receiving the immunizations listed below, or that the child's immunization status is provisionally acceptable for entrance into school with regard to the immunizations checked below. Each provisionally acceptable immunization must be completed before entrance into the second regular year of school in Georgia and a complete new certificate of adequate immunization made and presented to school authorities.

IMMUNIZATION	ADEQUATE	PROVISIONALLY ACCEPTABLE
DIPHTHERIA	☐	☐
PERTUSSIS	☐	☐
TETANUS	☐	☐
POLIOMYELITIS	☐	☐
MEASLES	☐	☐
RUBELLA	☐	☐

Certified by ,M.D.		Date
OR County Health Department	By	Date

OAS(6)–32
(Rev. 3-72)

APPENDIX F

SCHOOL LAW 1974

32-445 Eye, ear and dental examinations for public school students

The State Department of Public Health is hereby authorized and directed, in cooperation with the State Board of Education, to promulgate rules and regulations to provide for eye, ear and dental examinations for each student entering the first grade in the public schools of this State and at such other times as such rules and regulations shall provide. Such rules and regulations shall provide procedures for local boards of health to provide for such examinations and for the issuance of a certificate to the parent or parents of children entering the first grade indicating that such examinations have been made and such certificates shall be turned in to the school officials at the time of enrollment. Such rules and regulations shall further provide that the examinations required herein may be made by private practitioners and authorize the certification provided for herein by such private practitioners.

(Acts 1972, p. 214.)

APPENDIX G

RULES
OF
DEPARTMENT OF HUMAN RESOURCES
DIVISION OF PHYSICAL HEALTH

CHAPTER 290-5-31
EYE, EAR AND DENTAL EXAMINATIONS OF CHILDREN ENTERING PUBLIC SCHOOLS

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290-5-31-.07 Certificate for Child Exempt from Examinations
290-5-31-.08 Certificate for Child Examined Outside of Georgia
290-5-31-.09 Enforcement

290-5-31-.01 Definitions. Unless a different meaning is required by the context, the following terms as used in these rules shall have the meaning hereinafter respectively ascribed to the same:

(a) "Examination" means an appropriate inspection procedure;

(b) "Screening Examination" means to pass through a standardized inspection or test;

(c) "Examiner" means one who is qualified to perform appropriate inspections or tests;

(d) "Private Practitioner" means one who is in the private practice of dentistry, medicine, optometry, audiology or related specialty and licensed under the laws of Georgia;

(e) "Department" means the Department of Human Resources of the State of Georgia;

(f) "Public School" means any school operating within the State of Georgia for which the State of Georgia through its State Board of Education or State Department of Education provides direct financial support;

(g) "Health Authority" means the local Boards of Health or their authorized representatives;

(h) "Physician" means a doctor of medicine who is licensed to practice in this State under the provisions of the Georgia Medical Practitioner's Act (Georgia Code, Chapter 84-9).
Authority Ga. L. 1972, page 214. Effective July 31, 1974. Administrative History. Original Rule was filed on July 11, 1974; effective July 31, 1974.

290-5-31-.02 Provisions for Certificates.

(1) Every child being admitted initially to a public school operating in this State shall furnish to the school authorities a Certificate of Eye, Ear and Dental Examinations signed by a private practitioner or qualified representative of a local department of health on forms provided by the Department of Human Resources, and approved by the Department of Education.

(2) To be valid, the eye, ear and dental examinations must have been received within the one year period prior to enrollment in school or the child must be eligible for Certificates of Eye, Ear and Dental Examinations because of some physical disability as provided for in Paragraph 290-5-31-.06.

(3) Any child admitted to school without a certificate shall present a Certificate of Eye, Ear and Dental Examinations within four months following entrance to school.
Authority Ga. L. 1972, page 214. Effective July 31, 1974. Administrative History. Original Rule was filed on July 11, 1974; effective July 31, 1974.

290-5-31-.03 Examinations Required. The following examinations shall be required:

(a) Ear, Hearing;

(b) Eye, Vision;

(c) Dental.
Authority Ga. L. 1972, page 214. Effective July 31, 1974. Administrative History. Original Rule was filed on July 11, 1974; effective July 31, 1974.

290-5-31-.04 Screening Examinations. When a hearing or vision or dental screening examination is performed by a qualified representative of a Local Department of Health the examiner may certify the child for the specific screening examination performed by standards set by the Department. The parents shall be notified and advised to seek further professional attention for the child when indicated by the examination. The Local Department of Health also shall be notified of the child's disability.
Authority Ga. L. 1972, page 214. Effective July 31, 1974. Administrative History. Original Rule was filed on July 11, 1974; effective July 31, 1974.

290-5-31-.05 Examinations by Private Practitioners. The requirements of these rules may be met in full by examinations made by private practitioners licensed under the laws of Georgia. The extent of such examinations shall be determined by the private practitioners. Such private examinations must be supported with a duly completed Certificate of Eye, Ear and Dental Examination to be presented to the school officials at time of enrollment.
Authority Ga. L. 1972, page 214. Effective July 31, 1974. Administrative History. Original Rule was filed on July 11, 1974; effective July 31, 1974.

290-5-31-.06 Certificate for Child with Physical Disability. A physical disability which contraindicates performance of one or all required examinations in the opinion of the examiner will allow the examiner to issue a Certificate attested to as adequate or as acceptable. (See paragraph 290-5-31-.02 (c))
Authority Ga. L. 1972, page 214. Effective July 31, 1974. Administrative History. Original Rule was filed on July 11, 1974; effective July 31, 1974.

290-5-31-.07 Certificate for Child Exempt from Examinations. When a conflict with belief and practices exists, the Local Department of Health shall accept and place in a separate file the parent's signed affidavit and shall issue a Special Certificate of Eye or Ear or Dental Examinations to this effect.
Authority Ga. L. 1972, page 214. Effective July 31, 1974. Administrative History. Original Rule was filed on July 11, 1974; effective July 31, 1974.

290-5-31-.08 Certificate for Child Examined Outside of Georgia. A written record attested to by an authorized representative of a City, County or State outside of Georgia that eye, ear and dental examinations have been performed for a child within a year prior to seeking enrollment in a public school in Georgia shall, at the discretion of the Local Health Authority in this State be accepted and placed on file and certificates issued to certify that the child has received adequate examinations as may be indicated.
Authority Ga. L. 1972, page 214. Effective July 31, 1974. Administrative History. Original Rule was filed on July 11, 1974; effective July 31, 1974.

290-5-31-.09 Enforcement. Administration and enforcement of these rules and regulations shall be made pursuant to the laws, rules, regulations and standards of the local boards of education or those adopted by the State Board of Education and such laws or rules shall be construed in order to best achieve the compulsory school attendance as required by Section 32-9913 of the Georgia Code Annotated, same relating to compulsory school attendance and also in conformity of Section 32-912 of the Georgia Code Annotated relating to the power of a county superintendent of schools and county boards of education to make rules to govern the county schools of their respective counties. Further enforcement may be obtained under the matter prescribed in Chapter 88-3, Enforcement and Administrative Procedure, the Georgia Health Code, Georgia Laws 1964, p. 499 et seq.
Authority Ga. L. 1972, page 214. Effective July 31, 1974. Administrative History. Original Rule was filed on July 11, 1974; effective July 31, 1974.

APPENDIX H

SOCIETY OF STATE DIRECTORS OF HPER

POSITION STATEMENT ON TRAMPOLINES IN PHYSICAL EDUCATION

The Society of State Directors of Health, Physical Education, and Recreation at their 1969 Gull Lake Workshop voted the adoption of a statement on the use of the trampoline. Everett Hebel, director of health and physical education of the state of New Jersey, was chairman of the Task Force assigned the responsibility of developing this statement.

The Society is fully aware of the fact that the general statement provided here does not cover in depth all aspects of trampoline activity. It is the responsibility of each state to formulate its own guidelines regarding trampoline use.

The popularity of the trampoline since 1960, especially in the colleges and schools in this country, has deemed it necessary for the Society of State Directors of Health, Physical Education, and Recreation to take a position on the use of this type of gymnastic equipment in our physical education, physical fitness and school recreation programs.

Years ago the trampoline was used primarily by experts who were either gymnasts or professional acrobats. Trampolining was considered a sport requiring great skill and many hours of practice. Despite much training in its use, basic dangers existed which challenged even the professional.

The trampoline's appeal invites children to fly in the air, to bounce and to attempt body movements that are impossible from a standing position on the floor. Unfortunately, all children in regular and special physical education classes are not skilled in the control of their bodies while in the air. Consequently, formal instruction and supervision of participating youngsters whose skills are known, is imperative in an activity of this nature.

While recent improvements in equipment have reduced the number of minor injuries, the most dangerous part of the trampoline is still the center of the bed. Here may occur the serious, permanent crippling, or even fatal injuries resulting usually from acute flexion of the cervical spine. These severe injuries frequently happen when the trampolinist attempts difficult maneuvers prematurely. The skilled performer in schools where trampolining is a sport needs to observe safety precautions as he tries to improve his performance in difficult advanced stunts.

The question still prevails as to whether the threat of serious injury outweighs the anticipated gains in poise, agility, and other values attributed to the use of the trampoline.

The Society of State Directors currently maintains, however, that where qualified teachers are present to provide instruction and to supervise trampoline activities in a way that will minimize dangerous maneuvers during the minimum training period, students with an interest in this activity may be permitted to participate.

In the final analysis the advisability of offering trampoline activities should rest upon a school's willingness to provide a program of instruction under qualified personnel emphasizing progressive involvement coupled with effective, precautionary supervision.

APPENDIX I

TO: Parents

FROM:

SUBJECT: Health and Physical Education

We would like to welcome your son or daughter to ________ Elementary School. We are looking forward to having your child participate in Health and Physical Education which we know is a very integral phase of his or her growth and development.

All elementary school pupils in the State of Georgia are required to take a minimum of 30 minutes of Health and/or Physical Education per day.

If your child cannot participate in the regular physical education program, please mark restricted program on the portion of this letter to be returned.

If restricted program is marked, this must be accompanied by the examining physician's blank PE --. If regular program is marked, then your child is expected to participate in the regular program of Health and Physical Education. If your child cannot participate, because of a temporary restriction, you may write a note which will excuse him or her for that day.

____
Name of Pupil

I have received your letter and am returning the following information for the classification of the above named pupil in the Health and Physical Education program.

PLEASE LIST ANY CRIPPLING DISEASES, SUCH AS: BROKEN BONES, POLIO, EPILEPSY, ASTHMA, DIABETES, RHEUMATIC FEVER, ETC.

1. ______________________ 3. ______________________

2. ______________________ 4. ______________________

PLEASE CHECK THE APPROPRIATE SPACE:

REGULAR PROGRAM: ___

ADDITIONAL COMMENTS OR EXPLANATIONS: ___

RESTRICTED PROGRAM:
(MEDICAL FORM PE-- TO BE ATTACHED)

SIGNED: ______________________
PARENT OR GUARDIAN

APPENDIX J

PHYSICIAN'S STATEMENT

For: ______________________________
Name of Pupil

This pupil believes that he or she should receive a restricted program in physical education because of physical disability. After examination, please give us your opinion as to the activities in which this pupil may safely participate.

____
Physical Education Teacher

I have examined this pupil and have advised the parents as to the best procedure to follow to safeguard and improve health. I report the following:

CODE: OK = NORMAL X = NEEDS CORRECTION T = UNDER TREATMENT C = CORRECTED

HEIGHT	______________	EARS	______________	HEART	______________
WEIGHT	______________	EYES	______________	LUNGS	______________
SKIN	______________	NOSE	______________	HERNIA	______________
NUTRITION	______________	TEETH	______________	ORTHOPEDIC	______________
BLOOD PRESSURE	________	NOSTRILS	__________	ENDOCRINE	______________

This student is physically able to participate in the regular course of physical education. Yes ___ No ___ (If answer is No, please complete form below.)

________________________ is under my care for ________________________
Disability

From ________________________ 19 __ to ________________________ 19__.

_____ Running (jogging)

_____ Push ups

______ Throwing
______ Tumbling
______ Rope climbing
______ Skipping
______ Jumping
______ Swimming
______ Trampoline
______ Fitness training
______ Fitness testing
______ ____________
______ ____________

______ Sit ups
______ Running (sprinting)
______ High jumping
______ Broad jumping
______ Tag football
______ Volleyball
______ Basketball
______ Tether ball
______ Softball
______ __________
______ __________

________________ Phone

____
M.D.

____
Address

APPENDIX K

DESCRIPTION OF CHILD HEALTH RECORD
FORM HC 4.1, REVISED 8/60

This card is designed for use in the school and is used as a method of obtaining from the parent a health history and other information concerning the individual child. Such information might be of use to the school in meeting the needs of the child.

It is suggested that the parent be given the card at the time of preregistration in the spring (in those school systems where preregistration of first grade children is held) in the fall at time of entrance, or when children transfer from another school. The front side of the card is to be filled in by the parent before presentation to the physician. The card is to be taken to the doctor at the time of physical examination, and the doctor is to list his findings thereon.

There is a place for immunizations, and it is hoped that the doctor will fill this in. In some instances where the immunizations have been done by the public health department, this portion will have to be filled in by the parent with the assistance of the public health nurse in the local health department.

It is hoped that the physician will make recommendations concerning the child's ability to participate in the usual physical education and school sports program. Where physical handicaps exist, the physician should make recommendations as to how the school might be most helpful to the child.

This card is a medical record and it is the responsibility of the principal and school nurse or public health nurse to decide where it can be filed appropriately. Some nurses may have offices in the schools with files available to them; others will prefer to use the public health department files for this record. When the card is filed in a location other than the school, it becomes the nurse's responsibility to keep school officials aware of significant medical and/or nursing recommendations and to assist in recording this information in the appropriate place within the school ("Teacher's Health Observation Card" and/or "Students Accumulative Record").

It is recognized that this card provides space for only one physical examination, but to be fair to the physician and parent, one complete card is needed. For those children having other periodic examinations, a plain sheet of paper may be used for this, or additional HC 4.1 forms as desired.

This form can be ordered from the State Health Department through the local health department.

Georgia Department of Public Health
Child Health Service
March, 1971

APPENDIX L

CHILD HEALTH RECORD

(This side to be filled in by parent before presentation to physician.)

School ______ Grade ______ Year ______ County ______
Name ______ Birth date ______ Age ______ Sex ______ Race ______
Address ______ Parent or Guardian ______ Phone ______
______ Religion ______
Number of adults 21 yrs. and older in the home ____; children ____. Diseases in the home at present or in past: (TB, mental illness, etc.)
______

Past Illnesses

(Check–giving approximate dates.)

Frequent colds ______
Frequent sore throats ______
Sinusitis ______
Abscessed ears ______
Bronchitis ______
Asthma ______
Allergies ______
Serious ivy poisoning ______
Operations or serious injuries (specify) ______
______
______

Stomach upsets ______
Kidney trouble ______
Heart trouble ______
Rheumatic fever ______
Convulsions ______
Tuberculosis ______
Diabetes ______
Other (specify) ______
______
______
______

Diseases

Date
Chicken pox ______
Measles (kind) ______
Mumps ______
Scarlet fever ______
Poliomyelitis ______
Whooping cough ______

Other illnesses or diseases or details of above ______
______

Parent's Comments

Behavior ______
Fainting ______
Menstruation ______
Bed wetting ______
Other (specify) ______

GEORGIA DEPARTMENT OF PUBLIC HEALTH
Form HC4.1; Revised 8-60

Physical Examination

(By Licensed M.D.)

Date of examination ____________________

Height ____________ Weight ____________

Musculoskeletal ____________________

Skin: Scabies
Athlete's foot
Impetigo
Other

Eyes ____________________ Vision: R 20/________ L 20/________
Ears ____________________ Hearing ____________
Nose ____________________
Throat ____________________
Teeth ____________________
Heart ____________________
Lungs ____________________
Abdomen: Genitalia
Hernia

Urinalysis ____________________
Other lab tests ____________________

Immunizations

	Date primary series completed	Date of last booster
Diphtheria		
Pertussis		
Tetanus		
Poliomyelitis		
Smallpox		
Other (specify)		

Tuberculin test ____________ Date ____________ Result

Physician's Comments and Recommendations

This person is in satisfactory condition and may engage in all usual activities except as noted:

____________________ M.D.

Address ____________________

APPENDIX M

DESCRIPTION OF TEACHER'S HEALTH OBSERVATION CARD, HC 4.2

The "Teacher's Health Observation Card" serves as a guideline for observing children in order to gain insight into their physical and emotional health. Focusing on a child's appearance, behavior and performance, teachers recognize that children are different in many ways.

By carefully recording observations, teachers can gather data which may identify a child's need for assistance by the teacher, nurse and/or others. Recorded observations from year to year also allows each teacher to be aware of a child's special health needs.

The space for "Notes on Follow-Up" serves as a place to record pertinent data on the planning of care and follow-up received by the child. Results of the teacher's consultation with the nurse and others should be recorded here also.

This form can be ordered from the State Health Department through the local health department.

Georgia Department of Public Health
Child Health Service
March, 1971

APPENDIX N

TEACHER'S HEALTH OBSERVATION CARD

________________ COUNTY

________________ SCHOOL

NAME ________________ M___F___W___NW___DATE OF BIRTH________________
(PRINT) LAST FIRST MIDDLE

ADDRESS ________________ PHONE________________
NO. STREET CITY COUNTY

PARENTS' NAME________________ FAMILY DOCTOR________________

SCHOOL GRADE	Kdg. or Sp. Cl.	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
Date (Mo. and Yr.)													
RESULTS OF SCREENING: Height													
Weight													
Vision Test: Pass													
Fail													
Hearing Test: Pass													
Fail													
Tuberculin: Negative													
Positive													
Teeth: Good													
Work Needed													
GENERAL: Pale, Frail													
Tires Easily													
Irritable, Cross													
Attention Span Short													
Weight Problem													
EYES: Sties or Crusted Lids													
Crossed Eyes													
Frowns, Strains To See													
EARS: Malodorous Discharge													
Earaches													
Comprehends Poorly													
NOSE AND THROAT: Mouth Breathing													
Frequent Colds													
Frequent Sore Throat													
Nasal Discharge													
Frequent Nosebleed													
OTHER: Obvious Physical Defects:													

Georgia Department of Public Health
Form HC 4-2, Revised 1960

SCHOOL GRADE	Kdg. or Sp. Cl.	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
Date (Mo. and Yr.)													
BEHAVIOR: 1. DOES HE SHOW VERY PECULIAR BEHAVIOR, SUCH AS: –Twitching or other strange mannerisms which he does not seem able to control?													
–Often hurting other children without reason?													
–Destroying things so much that he has been put out of play or school group?													
–Extreme fear of anything new and always staying close to parents?													
–Complete lack of interest in anything, either people or surroundings?													
2. DOES HE FOR LONG PERIODS OF TIME GO BACK TO A MORE CHILDISH MANNER OF ACTING OR SPEAKING?													
3. DOES HE REPEATEDLY: –Run away from home?													
–Play hooky from school?													
–Have trouble with courts, school or other authorities?													
4. ARE HIS FAVORITE ACTIVITIES ONES WHICH HE ENGAGES IN ALONE?													
5. DOES HE USE SICKNESS (REAL OR IMAGINED) TO AVOID CONTACTS WITH PEOPLE?													
ACCIDENTS: (SPECIFY)													

NOTES ON FOLLOW-UP (RESULTS OF MEDICAL AND DENTAL CORRECTIONS. PLEASE SIGN NOTES.)

DATE	ENTRIES BY TEACHER AND NURSE

APPENDIX O

SCHOOL FURNITURE AND SEATING GUIDE

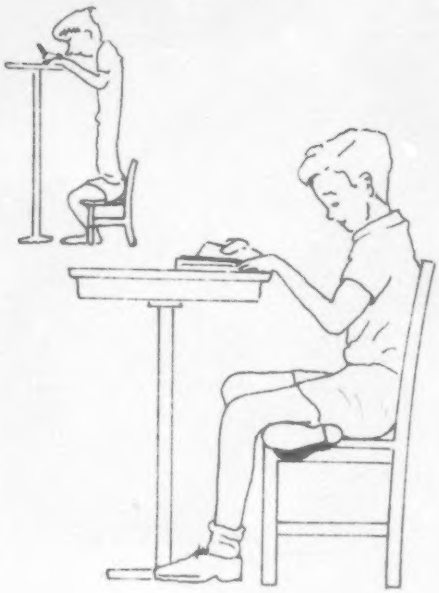

Figure 12

"Very poor posture for study. No slant downward from front to back in the seat of the chair—the child feels as though he is slipping out of the chair. Desk is too far away and does not have correct slant for work. The most evident fault is that desk is too high." By permission from the Texas State Department of Health.

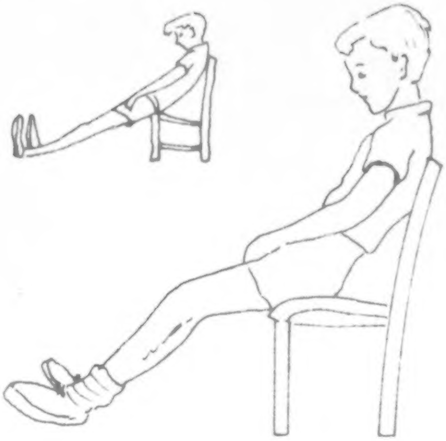

Figure 13

"Illustration of child sitting in slumped position in school chair. This chair is too small. This position if continued through most of the day could cause the development of round shoulders and forward head with hollow back." By permission from the Texas State Department of Health.

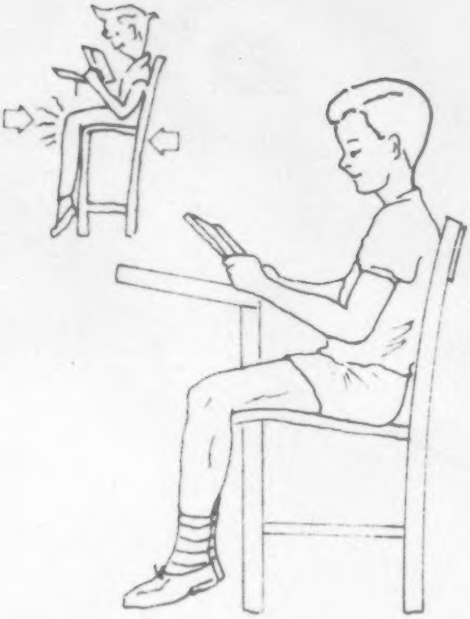

Figure 10

"Arrow 1 indicates where front edge of seat is putting pressure under the knees. The chair seat is too deep from front to back. Second arrow indicates that the chair is too high." By permission from the Texas State Department of Health.

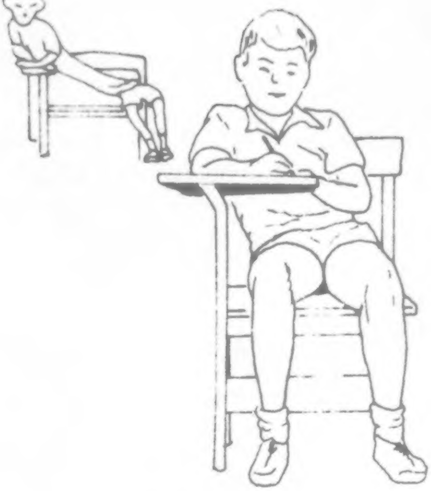

Figure 11

"In this position, the child is leaning to one side and thus throwing the back into a lateral curvature of the spine. The arm of the chair is too high for this child." By permission from the Texas State Department of Health.

APPENDIX P

PAMPHLETS

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION, OFFICE OF INSTRUCTIONAL SERVICES, GEORGIA DEPARTMENT OF EDUCATION, ATLANTA, GEORGIA 30334.

CURRICULUM FRAMEWORK FOR GEORGIA SCHOOLS, *A GUIDE TO CURRICULUM PLANNING, 1967*.

VIEWPOINTS - *RESEARCH-TYPE TEACHING, 1975*.

HEALTH EDUCATION - VENEREAL DISEASE, GRADES 1-12, 1976.

INSTRUCTIONAL MATERIALS, SELECTION OF STATE AND LOCAL LEVELS, SUGGESTIONS FOR USE, 1975.

DRUG USE, MISUSE AND ABUSE, 1976.

APPENDIX Q

TEXTBOOKS ON STATE ADOPTED LIST
K-6

Fodor, John T., Glass, Lennin H., Gmur, Ben C., Moore, Virginia, D., Neilson, Elizabeth A. "The Healthful Living Program: *Big Book for Health* (Grade One), *Your Health* (Grade One), *Being Healthy* (Grade Two) *Your Health and You* (Grade Three) *Keeping Healthy* (Grade Four) *Growing Up Healthy* (Grade Five) *Health for Living* (Grade Six). Atlanta, Georgia, Laidlaw Brothers. 1974.

Pounds, Elenore T. *Drugs and Your Safety* (Grades One, Two and Three) Glenview, Illinois: Scott-Foresman and Co., 1973

Richmond, Julius B., Pounds, Elenore T., Sassdorf, Dieter H., Fricke, Irma B., Wesley, Wallace Ann, Jenkins, Gladys Gardner. *Health and Growth*, Books One, Two, Three, Four, Five and Six, (Grades 1-6). Glenview, Illinois: Scott-Foresman and Co., 1974.

Whaley, Russell F., Lampe, John M., Vaughn, Franklin C., Reynolds, Dorothy S. *Basic Health Science* Books A, B, C, D, E and F. (Grades 1-2-3-4-5-6) Philadelphia: J. B. Lippincott Company, 1971.

Refer to Georgia Textbook list 1975, Division of Elementary and Secondary Education, Georgia Department of Education, Atlanta, Georgia 30334.

APPENDIX R

CURRICULUM GUIDES
K-6

Health Guide for Elementary Schools of Arizona. Arizona: Arizona Department of Public Instruction, 1963.

A Guide-Health Program in Florida Schools. Tallahassee, Florida: Florida Department of Education.

Health Education Curriculum Guide, Grades 1-6. Hurst, Texas: Hurst Eulese Bedford Independent School District, 1968.

Health Education K-12. Kansas: Kansas State Department of Public Instruction, 1967.

Health Instruction Guide for North Dakota Schools, K-12. Bismarck, North Dakota: North Dakota Department of Public Instruction, 1965.

Guide for Improving School Health Instruction Programs. Columbus, Ohio: Ohio Department of Education, 1967.

Oklahoma State Health Education Guide, K-12 (Preliminary Draft). Oklahoma: Oklahoma Department of Education, 1966.

Guide for the Teaching of Health. Columbia, South Carolina: South Carolina: South Carolina State Department of Education, 1968.

Health Education in Elementary Schools, Bureau of Curriculum Development, Board of Education, New York, N. Y. , 1969-70.

Conceptual Guidelines for School Health Programs in Pennsylvania. Harrisburg, Pennsylvania: Pennsylvania Department of Education, P. O. Box 911, Harrisburg, Pennsylvania.

Health Education Guide to Better Health, Elementary Schools. Olympia, Washington, State Office of Public Instruction, 1966.

APPENDIX S

REFERENCES FOR THE TEACHER

American Red Cross. First Aid Textbook, (Latest Edition). Philadelphia:

Anderson, C. L. School Health Practice (Fourth Edition). St. Louis: C. V. Mosby Co., 1968.

Byler, Ruth, Lewis, Gertrude and Tolman, Ruth. Teach Us What We Want to Know. Connecticut State Board of Education, Mental Health Materials Center, Inc., 419 Park Avenue South, New York, N. Y. 10016. (1969 Health Concepts Guide for Health Instruction. AAHPER, 1201 16th Street, N. W., Washington, D. C. 20036).

Diehl, Harold S., and Dulrymple, Willard S. Healthful Living. New York: McGraw Hill Book Co., 1968.

Drug Abuse: Escape to Nowhere. Philadelphia: Smith, Kline and French Laboratories, 1967.

Grout, Ruth E. Health Teaching in Schools. Philadelphia: W. B. Saunders Co., 1968.

Irwin, Leslie W., et al. Health in Elementary Schools.

Kilander, H. F. School Health Education. New York: The Macmillan Co., 1962.

Oberteuffer, Delbert and Beyrer, Mary E. School Health Education., Fourth Edition. New York: Harper and Row Publishers, 1966.

Schifferes, Justus J. Essentials of Healthier Living. New York: John Wiley and Sons, 1967.

Sinacore, John J. Health: A Quality of Life. New York: The Macmillan Co., 1968.

Summary of the Report of the Advisory Committee to the Surgeon General--Smoking and Health. U.S. Department of Health, Education and Welfare, 1964.

UNESCO Source Book, "Planning for Health Education in Schools," (Study by C. E. Turner). London: Longmaus, Green and Company Limited, 1966.

Willgoose, Carl E. Health Education in Elementary Schools. (Second Edition)
Philadelphia: W. B. Saunders Col., 1964.

APPENDIX T

STATE DEPARTMENT OF EDUCATION FILMS
Student K-3

"Alexander Learns Good Health" - 10 min. (1952)
"Appreciating our Parents" - 11 min. (586)
"Baby Animals" - 8 min. (610)
"Beginning Good Posture Habits" - 11 min. (486)
"Beginning Responsibility: Lunchroom Manners" - 11 min. (1785)
"Beginning Responsibility: Other People's Things" - 10 min. (1904)
"Beginning Responsibility: Rules at School" - 11 min. (300)
"Beginning Responsibility: Taking Care of Things" - 10 min. (1173)
"Bicycle Safety Skills" - 11 min. (1903)
"Care of Hair and Nails" - 11 min. (530)
"Care of Pets" (Second Edition) - 13 min. (5450)
"Children at Work and Play" - 18 min. (4470)
"Chimp, the Fireman" - 8 min. (177)
"Common Cold" - 10 min. (424)
"Community Hospital" - 11 min. (731)
"Community Keeps Healthy" - 10 min. (796)
"Community Keeps House" - 10 min. (955)
"Dairy Farm" (Second Edition) - 16 min. (4007)
"Dangerous Stranger" - 11 min. (1607) (Preview before showing)
"David and the Puppy" - 10 min. (1202)
"Doctor, The" - 10 min. (391)
"Dress for Health" - 10 min. (254)
"Eat for Health" - 11 min. (809)
"Eat Well, Grow Well" - 11 min. (1698)
"Exploring your Growth" - 10 min. (1267)
"Fairness for Beginners" - 10 min. (1174)
"Farm Babies and their Mothers" - 11 min. (1418)
"Farm Family in Spring" - 15 min. (5459)
"Farm Family in Winter" - 15 min. (4109)
"Farmer" - 14 min. (4866)
"Farmyard Babies" - 10 min. (1644)
"Fire" - 10 min. (1341)
"Fire Exit Drill at our School" - 10 min. (1457)
"Firehouse Dog" - 10 min. (1030)
"Fireman" (Second Edition) - 11 min. (110)
"Firemen--on Guard" - 11 min. (689)
"Food for the City: Produce" - 12 min. (5485)
"Food Store" - (Second Edition) - 13 min. (5304)
"Frank and His Dog" - 6 min. (1138)

"Frisky, the Calf" - 11 min. (621)
"Getting Along with Others" - 10 min. (651)
"Good Eating Habits" - 11 min. (1223)
"Good Health Habits" - 7 min. (1264)
"Good Health Practices, Part 1" - 9 min. (1124)
"Good Health Practices, Part 2" - 10 min. (1125)
"Growing up Day by Day" - 11 min. (335)
"Happy Little Hamsters" - 14 min. (5015)
"Healthy Families" - 11 min. (953)
"Helpers at our School" - 11 min. (1670)
"Helpers who Come to our House" - 11 min. (1421)
"Helpful Little Fireman" - 11 min. (1673)
"How Billy Keeps Clean" - 10 min. (1448)
"How Quiet Helps at School" - 11 min. (227)
"How to Have an Accident in the Home" - 10 min. (1018)
"How Water Helps Us" - 10 min. (1874)
"I'm No Fool in Water" - 8 min. (1037)
"I'm No Fool with a Bicycle" - 9 min. (1084)
"I'm No Fool with Fire" - 8 min. (1083)
"In Case of Fire (Fire Drills and Fire Safety)" - 20 min. (5343)
"It Doesn't Hurt" - 9 min. (257)
"It's No Picnic" - 28 min. (7461)
"Joan Avoids a Cold" - (Second Edition) - 11 min. (283)
"Johnny Learns His Manners" - 18 min. (4193)
"Judy Learns about Milk" - 10 min. (554)
"Just for the Fun of it" - 28 min. (7084)
"Kindness to Others" - (1893)
"Let's be at Home in the Water" - 10 min. (1013)
"Let's be Clean and Neat" - 11 min. (1857)
"Let's be Good Citizens at Home" - 8 min. (1214)
"Let's be Good Citizens at Play" - 9 min. (1212)
"Let's be Good Citizens at School" - 10 min. (1211)
"Let's be Good Citizens in our Neighborhood" - 8 min. (1265)
"Let's be Good Citizens in our Town" - 10 min. (1407)
"Let's be Good Citizens when Visiting" - 10 min. (1213)
"Let's be Safe at Home" - 9 min. (1012)
"Let's Stop and Go Safely" - 18 min. (5016)
"Let's Think and be Safe" - 10 min. (1039)
"Little Animals" - 11 min. (881)
"Living and Growing" - 10 min. (1008)
"Manners at School" - 10 min. (1131)
"Manners in Public" - 11 min. (445)
"Mealtime Manners and Health" - 11 min. (1854)
"Miller Grinds Wheat" - 11 min. (885)
"Monkey Tale (Bicycle Safety)" - 9 min. (850)
"Mother Deer and Her Twins" - 14 min. (336)
"Neighborhoods are Different" - 11 min. (396)
"Night Community Helpers" - 11 min. (1995)
"On your Feet" - 10 min. (893)
"On your Own" - 10 min. (742)
"One Day on the Farm" - 11 min. (1392)

"Our Dog Show" - 15 min. (4795)
"Our Wonderful Eyes and Their Care" - 11 min. (1712)
"Play in the Snow" - 10 min. (299)
"Playground Safety" (Second Edition) - 11 min. (458)
"Policeman, The" (Second Edition) - 16 min. (5457)
"Polly, the Parrot" - 9 min. (1915)
"Primary Safety: In the School Building" - 10 min. (1931)
"Primary Safety: On the School Playground" - 10 min. (1930)
"Safety in Winter" - 11 min. (1529)
"Safety on the Playground" (Second Edition) - 14 min. (4790)
"Safety on the School Bus" - 10 min. (534)
"Safety on the Street" (Second Edition) - 11 min. (567)
"Safety to and from School" - 10 min. (648)
"Safety with Animals" - 13 min. (4917)
"Safety with Electricity" - 10 min. (1560)
"Safety with Everyday Tools" - 11 min. (1524)
"Say No to Strangers" - 10 min. (691)
"School Bus and You" - 11 min. (1325)
"School Safety Committee" - 13 min. (4246)
"See Better: Healthy Eyes" - 10 min. (1261)
"Seven Rules of Bicycle Safety" - 7 min. (1517)
"Sleep for Health" - 11 min. (480)
"Stores in our Community" - 10 min. (1964)
"Story of Peggy at the Farm" - 16 min. (4702)
"Strangers" - 10 min. (990)
"Telephone for Help" - 10 min. (2000)
"Tommy's Day" - 14 min. (4379)
"Tommy's Healthy Teeth" - 11 min. (1829)
"Visit to the Waterworks" - 11 min. (1481)
"Walking to School" - 10 min. (695)
"Water we Drink, The" - 9 min. (1641)
"Ways to Find Out" - 10 min. (978)
"Ways to Good Habits" - 11 min. (609)
"Ways to Learn" - 14 min. (5130)
"We go to School" - 9 min. (561)
"We Play and Share Together" - 10 min. (1356)
"What is a Neighborhood?" - 11 min. (1675)
"What our Town does for Us" - 11 min. (1919)
"Why Eat our Vegetables?" - 11 min. (1728)
"Your Table Manners" - 11 min. (467)

APPENDIX U

STATE DEPARTMENT OF EDUCATION FILMS
Student - 4-6

"About the Human Body" - 15 min. (4812)
"Animal Reproduction" - 17 min. (5465) Preview before showing)
"Basic Techniques of Drownproofing" - 12 min. (5250)
"Better Breakfast, U.S.A." - 11 min. (1609)
"Bicycle Clown, The " - 10 min. (942)
"Bicycle Safety" - 9 min. (564)
"Breathing for Others" - 14 min. (4020)
"Care of the Skin" - 11 min. (426)
"Cleanliness and Health" - 10 min. (528)
"Clothing" - (Second Edition) - 11 min. (187)
"Control your Emotions" - 15 min. (4612)
"Courtesy at School" - 9 min. (1900)
"Dairy Farmer, The" - 17 min. (5433)
"Dental Health: How and Why" - 10 min. (1172)
"Developing Responsibility" - 10 min. (594)
"Discussion Problems: Good Loser" - 14 min. (4382)
"Everyday Courtesy" (Second Edition) - 11 min. (518)
"Fire Prevention in the Home" (Second Edition) - 11 min. (164)
"First Men into Space (Solving the Space Survival Problems)" - 16 min. (5428)
"Fit as a Fiddle" - 10 min. (693)
"Food from our Garden" - 11 min. (680)
"Food that Builds Good Health" (Second Edition) - 11 min. (1196)
"Good Posture for Good Health" - 17 min. (4991)
"Growing Up (Preadolescence)" - 10 min. (1860)
"Hairdress through the Ages" - 11 min. (1106)
"Health Heroes: The Battle Against Disease" - 11 min. (512)
"Healthy Feet" - 11 min. (1814)
"Healthy Skin" - 11 min. (1813)
"How our Bodies Fight Disease" - 8 min. (864)
"Keeping Clean and Neat" - 11 min. (1474)
"Learning about our Bodies" - 11 min. (1969)
"Learning about your Nose" - 9 min. (1437)
"Making Friends" - 11 min. (778)
"Milk" (Second Edition) - 11 min. (330)
"Nutritional Needs of our Bodies" - 11 min. (1746)
"Once up on a Bicycle" - 11 min. (1002)
"Our Family works Together" - 11 min. (1000)
Our Senses: What They do for Us" - 11 min. (1848)

"Planned Escape from Fire" - 11 min. (1520)
"Posture Habits" (Second Edition) - 11 min. (1445)
"Reproduction in Animals" - 10 min. (1846) (Preview before showing, order on a separate form and have countersigned by the Superintendent.)
"Safety on our School Bus" - 11 min. (306)
"Safety on the Water" - 28 min. (7466)
"Sailing Snowbirds" - 13 min. (4433)
"Save those Teeth" - 10 min. (429)
"School Children" - 20 min. (4469)
"School Rules: How they Help Us" - 9 min. (1576)
"Seconds Count" - 15 min. (4025)
"Signs Take a Holiday" - 10 min. (682)
"Small Craft Safety" - 14 min. (4719)
"Something You Didn't Eat" - 10 min. (973)
"Stop Fire: Save Job!" - 18 min. (4185)
"Stop, Look and Think" - 10 min. (715)
"Teeth, The: (Development and Care)" - 10 min. (213)
"Water for the Community" - 11 min. (1805)
"Water Wisdom" - 15 min. (4718)
"When you are a Pedestrian" - 10 min. (1322)
"Why Foods Spoil--Molds, Yeasts and Bacteria" - 15 min. (5298)
"Why Take Chances?" - 10 min. (1338)
"Wonder of our Body" - 14 min. (4804)
"Words of Courtesy" - 11 min. (488)
"You and Your Bicycle" - 8 min. (1273)
"You and Your Five Senses" - 8 min. (976)
"You and Your Sense of Touch" - 8 min. (716)
"Your Body and its Parts" - 12 min. (5434)
"Your Ears" - 10 min. (631)
"Your Ears" - 6 min. (350)
"Your Eyes" - 7 min. (349)
"Your Eyes" - 9 min. (630)
"Your Food" - 7 min. (346)
"Your Health: Disease and its Control" - 9 min. (363)
"Your Health in the Community" - 10 min. (464)
"Your Posture" - 10 min. (483)
"Your Protection Against Disease" - 8 min. (351)
"Your Sleep and Rest" - 6 min. (347)
"Your Teeth" - 10 min. (629)
"Your Ticket to Safety" - 11 min. (771)

APPENDIX V

STATE DEPARTMENT OF EDUCATION FILMS
Teacher Resource - K-6

"Betty Sees a Bird" - 20 min. (5079)
"Building Children's Personalities with Creative Dancing" - 30 min. (7002)
"Child went Forth" - 20 min. (1220)
"Children's Emotions" - 20 min. (4201)
"Children Fantasies" - 21 min. (4430)
"Children's Play" - 28 min. (7571)
"Choosing a Classroom Film" - 18 min. (5229)
"Chronic Disorders" - 29 min. (7089)
"Discovering Individual Differences" - 22 min. (4416)
"Don't Be Afraid" - 11 min. (692)
"Don't Get Angry" - 11 min. (694)
"Each Child is Different" - 17 min. (4415)
"Early Social Behavior" - 9 min. (319)
"Effective Learning in the Elementary School" - 20 min. (4442)
"Elementary School, The" Part I - 22 min. (4372)
"Elementary School, The" Part II - 22 min. (4373)
"Elementary School, The" Part III - 19 min. (4374)
"Families First" - 18 min. (4143)
"Fears of Children" - 30 min. (7044)
"Feeling of Hostility" - 32 min. (7000)
"Field Trip" - 9 min. (1574)
"Fire in Their Learning" - 19 min. (4910)
"From Sociable Six to Noisy Nine" - 20 min. (4437)
"From Ten to Twelve" - 26 min. (7055)
"Frustrating Fours and Fascinating" - 22 min. (4400)
"Frustration Play Techniques" - 35 min. (9000)
"Helping Teachers to Understand Children," Part I - 22 min. (4459)
"Helping Teachers to Understand Children," Part II - 22 min. (4460)
"Helping the Child to Accept the Do's" - 11 min. (402)
"Helping the Child to Face the Don'ts" - 11 min. (401)
"Johnny's New World" - 17 min. (5059)
"Journey in Health" - 21 min. (4895)
"Life Begins," Part I - 28 min. (7467)
"Life Begins," Part II - 27 min. (7468)
"They Grow up so Fast" - 25 min. (7042)
"Things a Teacher Sees, The" - 19 min. (4371)
"This is Robert: A Study of Personality Growth in a Pre-School Child," Part I - 40 min. (9020)
"This is Robert: A Study of Personality Growth in a Pre-School Child," Part II - 40 min. (9021)

Social Seminar Series - Teacher Inservice

A. "Alcohol" - 5 min. Order No. 475
B. "A News Story" - 30 min. Order No. 7930
C. "Brian at 17" - 30 min. Order No. 7971
D. "Bunny" - 15 min. Order No. 5652
E. "Changing" - 30 min. Order No. 7968
F. "Cigarette Smoking" - 5 min. Order No. 503
G. "Community in Quest" - 30 min. Order No. 7976
H. "Drugs and Beyond" - 20 min. Order No. 5655
I. "Drug Talk" - 22 min. Order No. 5659
J. "Family" - 30 min. Order No. 7969
K. "General Drug Abuse" - 5 min. Order No. 520
L. "Guy" - 20 min. Order No. 5651
M. "Hallucinogens" - 5 min. Order No. 618
N. "Jordan Paul" - 22 min. Order No. 5658
O. "Marijuana" - 5 min. Order No. 527
P. "Meeting Police" - 30 min. Order No. 7977
Q. "Mr. Elder's Classroom" - 30 min. Order No. 7974
R. "Narcotics" - 5 min. Order No. 615
S. "Sedatives" - 5 min. Order No. 546
T. "Stimulants" - 5 min. Order No. 548
U. "Teddy" - 15 min. Order No. 5654
V. "Tom" - 20 min. Order No. 5653
W. "Volatile Substances" - 5 min. Order No. 620
X. "What is Teaching - What is Learning" - 5 min. Order No. 7973

APPENDIX W

RESOURCE MATERIALS FROM GEORGIA DEPARTMENT OF HEALTH

The Georgia Department of Health has limited quantities of health literature that could serve as supplementary reading for teachers and for students in certain areas of the health education curriculum. A complete listing of material is not available because it is very difficult to keep a catalog current. In ordering literature it is important for the teachers to designate the grade level he is teaching and the subject areas in which he wishes material. In most cases it is appropriate to order several copies to be used as resources in the classroom or library. The department does not have any literature in sufficient numbers for distribution to every child.

Films available from the Georgia Department of Health should be ordered through the local county health department and first and second choice of showing dates should be indicated. The films will be sent directly to the school and should be returned to the State Department as soon as it has been used.

APPENDIX X

CRITERIA FOR THE SELECTION OF HEALTH EDUCATION TEXTBOOKS

Special Nature of the Textbook

The health education textbook must provide for sequences, scope, horizontal continuity and progression of learning experiences.

Desired Approach

The text should stress the importance of the integration of health education with everyday living through individual and group experiences. The text should also provide experiences which will utilize local resource persons in the educational process.

Major Emphases to be Covered

The introduction and depth of the areas of emphasis should be dependent on physiological, psychological and sociological readiness of the learner.

The following areas should be emphasized with the introduction and depth based on the aforementioned factors.

Rules of Health
Proper Exercise, rest and sleep
Nutrition and Weight Control
Anatomy and Physiology of the Body
Cleanliness, Grooming and Clothing
Dental Health
Community Health
Alcohol, Tobacco and Drug Abuse
Communicable and Non Communicable Disease
   (including venereal disease)
Sex Education, Family Life and Child Care
Consumer Health
Health Careers
Home Nursing
Posture and Body Mechanics
Eyes, Ears, Nose and Throat
Accident Prevention Safety and First Aid

Chronic and Degenerative Disease
Medicine and Drugs
Radiation, Pollution and Health

APPENDIX Y

AAHPER Position Statement

A UNIFIED APPROACH TO HEALTH TEACHING

Health education--particularly that aspect identified as health instruction--is of greater concern in contemporary society than ever before. The variety of choices and decisions to be made by the individual and society have multiplied in number and increased in consequence. Sporadic educational efforts, isolated "once-a-year lectures," in a haphazard or "spur of the moment" fashion, are both difficult to administer and virtually ineffective. A unified approach to health teaching--that is, a planned, sequential curriculum in health education throughout the school years--is necessary to help attain the objective of education, the healthy, educated man.

Discussion

Today many people enjoy a higher level of health and a greater life span than ever before. This has been brought about primarily through the development of new drugs, research, better public health programs, improved medical care, and health education. In spite of these advances in medicine and personal well-being, millions of people are not living at their optimal level of health. Modern patterns of living have intensified health problems such as heart disease, obesity, cancer, mental illness, alcoholism, drug addiction, and venereal disease. Moreover, some of these diseases loom larger than before because of our aging population.

In their enthusiasm to find solutions to existing health problems and most immediate needs, many official and voluntary health agencies and organizations have developed teaching materials especially for school use. Both official and voluntary agencies are to be commended for making these teaching aids available to schools. Many are well planned and have been most helpful in filling a void. However, the number of health problems deserving special consideration in the curriculum has become so great that these very teaching aids and materials often interfere with the development of a comprehensive and sequential health instruction program required to meet the many health needs and problems of today's children and youth.

School administrators, in the absence of well planned health instruction, and in their willingness to cooperate with local groups, have incorporated these materials in their curriculum. This is especially true when pressure builds in a community to have the schools "do something" about drugs, sex, smoking, and alcohol. This results in the hastily scheduled two-week unit or one-lecture type of health offering to cover a specific problem--a problem "shot down" this year and forgotten next year in order to concentrate attention on something else. This kind of scheduling may lead to overemphasis on a health problem or it may be responsible for the neglect or omission of a number of other pertinent health problems. Health instruction, to be effective, must be on a continuing basis and not a crash program.

Recommendations

In view of the need for a comprehensive program of health instruction, it is recommended that:

1. There be a unified approach to health teaching, a program of health instruction organized and scheduled in such a way that there is scope and sequence through the school years (K-12).
2. A program of curriculum development be undertaken which will involve (a) the identification of specific courses with content, learning activities, and evaluation activities and (b) coordination and integration with other subject matter areas.
3. The health curriculum be developed by school personnel and curriculum directors who work closely with the lay public, with individuals from the voluntary and official health agencies, and with consultants from the state and national level when available.
4. Those who teach health be specifically prepared and have a genuine interest in the field of health education.

This statement, prepared by a committee of the School Health Division, was approved by the School Health Division Executive Council and officially approved and endorsed by the AAHPER Board of Directors.

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APPENDIX Z

AAHPER Position Statement

SMOKING EDUCATION: THE SCHOOL'S RESPONSIBILITY

All published reports subsequent to the report of the Surgeon General's Committee, Smoking and Health, published in 1964, are abundantly clear in their indictment of cigarette smoking as a health hazard. The schools should accept responsibility for providing smoking education programs and practices consistent with current information. Teachers, as well as all other school personnel who share in the education of children and youth, also have a role in educating about smoking and health.

If quality education about smoking and health is to become a reality, it is imperative that it be an outgrowth of the educational experience at the primary level. The effectiveness of later educational efforts related to smoking behavior in large measure will depend upon the nature as well as the quality of the primary school health program.

A program of health instruction throughout the primary grades should emphasize experiences that provide opportunities for pupils to develop foundations essential to self-understanding and self-acceptance.

In the intermediate grades a clearly identified segment of the school day should be devoted to a health instruction program in which the content focuses on the effective physical, social, and mental functioning of the human organism. Children and youth should be given opportunity to study many health behaviors in which they are or will be involved, including smoking. The instructional program should encourage the student to make and test personal decisions and to evaluate alternatives.

Instruction at the junior and senior high school levels should provide opportunities to explore in depth the psychological, physiological, and sociological factors involved in making wise decisions about smoking.

Some significant psychological factors which may, or may not, encourage youth to start smoking are peer acceptance, mimicking the adult, and the effect of advertising. Knowledge of the impact of these factors on health behavior is of paramount importance in planning and implementing an effective instruction program in smoking and health.

Professional preparation of teachers should include education about smoking and health. Further, in-service training programs should be organized to improve competencies for teaching smoking and health education. These programs should include emphasis upon causes of behavioral patterns as well as upon factual information.

Frequently, educational efforts begin with example and school personnel serve as models which children emulate. Thus the school's fundamental responsibility in providing an effective smoking education program involves behavior by all school employees which will positively reinforce learning experiences. All school personnel who smoke should take appropriate action to provide an exemplar image consistent with current facts on smoking and health.

The American Association for Health, Physical Education, and Recreation recommends that all schools take appropriate steps to establish policies and practices consistent with current information on the hazards of cigarette smoking, including:

1. Assuming responsibility for curriculum experiences in smoking education which are timely and stimulating and provide accurate content, as an integral part of the ongoing, unified health instruction program, kindergarten through the twelfth grade

2. Providing appropriate in-service training opportunities for school personnel, classroom instructional resources, and supervision and consultative services to teachers

3. Maintaining a physical and emotional school atmosphere that positively reinforces the objectives of the ongoing health instructional program

4. Encouraging staff and adult visitors to the school to realize the exemplar role they play and the importance of compliance with smoking rules and regulations

5. Recognizing that parent example, pupil-peer relationships, and other community influences are important in the development of desirable health behavior

6. Utilizing classroom situations as well as learning experiences in other curricular and extracurricular activities to reinforce the educational process

7. Emphasizing the exemplar role of all school faculty and staff in relation to smoking on school property

8. Adopting "no smoking policies" for all groups utilizing school facilities

9. Abolishing student and faculty smoking facilities.

This statement, originally released in 1965, was revised by the Advisory Committee of the AAHPER Leadership Development Project on Smoking and Health Education, approved by the School Health Division Executive Council, and officially approved and endorsed by the AAHPER Board of Directors.

APPENDIX AA

HEALTH STANDARDS, 1975

STANDARD 12 - CRITERIA BASED UPON STATE BOARD POLICY

BR-213. Health education, as a discrete subject, is required of all students in secondary schools for graduation. [Schools may meet this criterion by requiring either one semester in the eighth grade or one quarter in grade eight and one quarter in any grade 9-12.] N/A. if the school does not contain grade 8 or above.

BR-214. Health education includes annual instruction in the potential hazards of tobacco, alcohol and drug use, misuse and abuse. This instruction must be given in grade five and in each subsequent grade or it may be begun on a lower grade level at the discretion of local school officials. N/A if the school does not contain grade five or above.

STANDARD 11 - CRITERIA BASED UPON STATE LAW

LR-203. Every student in kindergarten through grade eight is enrolled in health and physical education for a minimum of 30 minutes daily. N/A if the school does not contain any of the grades one through eight.

STANDARD 17 - SCHOOL PLANT

Change of category from "D" to "E."

E-287. The playground has been developed and equipped to provide safe, protected play areas free from all hazardous objects

E-288. The maintenance and custodial staffs are provided with the space, equipment, and utilities essential to insure clean, safe, and functional working conditions for all children and teachers.

APPENDIX BB

A POSITION PAPER

A POINT OF VIEW

Physical education is an integral part of the total educational program. As such it must seek to contribute to the overall goals of the educational program of which it is a part.

Though these purposes and goals are often broadly conceived and include concern for the cognitive and affective fields, as well as for the psychomotor, they should serve as guidelines for determining the kind of physical education program offered in the elementary school.

In the continuing quest to make learning more relevant and personal to the child--and to realize more fully the goals of physical education--new developments in learning theories, structure of subject matter, and behavioral objectives must be constantly considered, evaluated, and implemented.

THE CHILD

1. Each child is a unique individual with differing physical, mental, emotional, and social needs.

2. Every child has the need and right to benefit from physical education experiences.

3. Through the teaching of carefully planned movement experiences the child:

    a. learns to express his understandings of himself and his environment.

    b. becomes more proficient in movement skills which allow him to participate more fully in a variety of life experiences.

    c. improves in muscular strength, endurance, flexibility, agility, balance and coordination, and in his knowledge and understanding of how these factors relate to life-long physical fitness.

4. Each child should have continuous learning experiences in physical education each year he is in school.

THE TEACHER

1. Teachers of elementary school physical education must understand human movement, child growth and development, current learning theories, and be able to work effectively with children.

2. A qualified elementary school physical education teacher should be an involved and contributing staff member of the elementary school.

3. To assure that the most meaningful learning takes place, both the physical education teacher and the classroom teacher should work together to develop an understanding of the children and, through this understanding, should provide a program which is commensurate with the children's needs. Although the physical educator assumes the primary role in conducting the program, it is essential that he regard himself as one part of the total educational process.

   When classroom teachers teach physical education it is imperative that they be provided with regular leadership and guidance from resource people who are qualified by education and experience in elementary school physical education.

4. In schools where differentiated staffing patterns are practiced, the value of auxiliary personnel to assist the physical education teacher should not be overlooked.

   a. The use of teacher aides and paraprofessionals as supporting staff can do much to create effective and purposeful teaching teams in physical education as well as in other subject areas.

   b. The unity of purpose and program can be enhanced when staffing patterns permit all teachers, including the physical education teacher, to plan and evaluate (and sometimes teach) as a team working toward common goals.

   c. Guidelines for the utilization of professional personnel (including the use of differentiated staffing) should be developed jointly by the physical education teachers and the school administration.

TEACHER PREPARATION

1. Professional education background for the physical education teacher should be developed upon a liberal arts base of the humanities, social sciences, physical sciences, and biological sciences. Professional preparation courses should include:

   a. study of child growth and development with an emphasis on motor development and learning.

   b. study of the nature and function of human movement.

   c. study of learning processes and factors that facilitate learning, and teaching strategies as they relate to learning outcomes.

   d. study of development of curriculum to include movement experiences appropriate for all elementary school children.

   e. study of early childhood and elementary school curriculum as a phase of continuing education.

   f. directed laboratory experiences focusing on learning to critically observe the movement of children in an elementary school.[1]

2. Preparation for the classroom teacher should include an understanding of the relationship of physical and motor development to the total learning experience of the child. Course work in movement skills, methods, and content of elementary school physical education should be required. Laboratory experiences in working with young children in physical education are essential.

3. In-service opportunities should be provided frequently for all personnel concerned with physical education programs for children.

4. It is imperative that teachers of classes concerned with preservice and in-service education in physical education have had successful recent and continuing work with children.

5. Participation in local, state and national organizations should be encouraged as a means of keeping informed of trends, issues and new developments in the profession.

INSTRUCTIONAL PROGRAM

1. A well-conceived and well-executed program of physical education will contribute to the development of self-directed, self-reliant, and fully functioning individuals capable of living happy, productive lives in a democratic society.

2. A comprehensive physical education program for all children has as its foundation a common core of learning experiences. This common core of learning is concerned with efficient body management in a variety of movement situations. It serves the divergent needs of all pupils--the gifted, the slow learner, the handicapped, the culturally deprived, and the average--and is geared to the developmental needs of each child.

3. The program must be planned and conducted to provide each child with maximal opportunities for involvement in situations calling for mental, motor, and emotional responses which will result in optimal

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[1] Professional Preparation of the Elementary School Physical Education Teacher, AAHPER (Washington, D. C., 1969).

and desirable modifications in behavior: skills, knowledges, and attitudes.

4. A variety of learning experiences should be planned and carried out to emphasize the development of basic concepts, values, and behaviors associated with the ultimate goal for the physically educated person.

5. Curricular content should be so organized that levels of learning in attitudes, understandings,[1] and sills are recognized and oen take place in a sequential and developmental arrangement.

6. The instructional program should be designed to: (1) encourage vigorous physical activity and attainment of physical fitness; (2) develop motor sills; (3) foster creativity; (4) emphasize safety practices; (5) motivate expression and communication; (6) promote self-understanding and acceptance; and (7) stimulate social development. It should include such experiences as basic movement, dance, games, practice in sport skills, stunts, and tumbling work with large and small apparatus. When possible, the program should include aquatics. Each must be so structured that it is interrelated with the others, permitting children to generalize from one learning experience to the next.

7. To deal effectively with the whole child, many styles of teaching must be brought to bear on the learning situation. These include both teacher-directed and self-directed learning. If learning is to be personalized and concerned with the cognitive and affective domains, problem-solving as a teaching strategy becomes vital.

8. To foster the development of generalizations and key concepts, a range of instructional aids as well as teaching styles must be employed. Innovative use of audiovisual materials, large and small group instruction, individual help, and interdisciplinary approaches must all be considered.

9. Opportunity should be provided for participation in organized intramurals and such extramural programs as play days and sports days. These should be designed to serve the purpose of the class instruction phase of the program.

EVALUATION

1. Evaluation must be a continuous and vital part of the physical education program. It is used to determine and clarify instructional purposes and to assess individual pupil progress in achieving

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[1] Knowledge and Understanding in Physical Education, AAHPER (Washington, D. C., 1969).

program objectives.

a. It is essential in the guidance of children toward the attainment of acceptable goals and in motivation of children and teachers to bring about needed improvement.

b. It provides the basis for assessing the behavioral response of the learner in relation to the planned learning experience and the development of learning experiences to follow.

c. It should be utilized as one means of interpreting the program to parents and the community in order to provide for a better understanding of educational values and outcomes.

2. A variety of evaluative techniques should be used for determining individual differences and needs of elementary school children. Such techniques should include the use of teacher observation, class discussion, knowledge testing, anecdotal records, motor skill, and physical fitness assessment. The results of the use of these techniques should be interpreted in light of the local situation rather than solely in relation to national norms. It is more important to compare the records of the child's progress than it is to consider the child's rank in relation to other children.

3. Children need to be directly involved in their own on-going evaluations of themselves, their groups, and of the program in relation to the realization of specific behavioral objectives.

TIME ALLOTMENT, CLASS SIZE, TEACHING LOAD, DRESS

1. Pupils in elementary school should participate in an instructional program of physical education for at least 150 minutes per week in addition to time allotted for free and/or supervised play.

   a. To best serve the activity needs of children, a daily program is recommended.

   b. The length of the class period must be appropriate to the instructional purpose of the lesson and to the needs and maturation of the learner.

   c. The time allocated for instruction should be exclusive of time allotted for dressing, showering, recess, free and/or supervised play periods, and noon-hour activities.

2. Grouping for instruction in physical education should be appropriate to the objectives of the lesson being taught, and they should be ordinarily consistent in size with those of other subject areas and/or self-contained classes.

a. Opportunities for individualizing instruction should be of primary concern in determining class groups.

b. Class groupings must be flexible enough to provide for differences in interests, levels of maturity, size, abilities, and needs.

3. Consideration of the teaching load is crucial to effective, high-quality teaching. Personnel responsible for scheduling must consider the following factors:

a. The number of different classes assigned to a physical education teacher in a day is a better criterion for determining teaching load than is the number of hours he teaches.

For example: The teacher who is teaching 10 or 11 classes in a school day of approximately 5 1/2 hours has a greater load than the one teaching 6 or 7 classes in the same period of time. Planning for and adjusting to a new class every 30 minutes is far more demanding than changing groups every 45 to 50 minutes.

b. Group or class scheduling should be planned to minimize equipment changes from one class to the next (e.g., scheduling all primary classes in a block of time). It is desirable to leave several minutes open between classes to enable the teacher to talk to individual students, make teaching notes, or confer with the classroom teacher.

c. The physical education teacher needs time to plan his program; coordinate the total program; consult with teachers, principals, other resource teachers, and parents; and to work with children needing additional help. Teachers who travel between schools during the day should be given special considerations to assure that they can function effectively as members of the teaching teams in the schools to which they are assigned.

4. Pupils and teachers should be appropriately dressed for the types of activities being conducted in the physical education class. Concern for freedom and quality of movement, as well as for safety, should influcence the type of attire worn.

EQUIPMENT AND FACILITIES

1. Boards of education, through their regular school budget, should provide:

a. sufficient funds for the maintenance and purchase of supplies and equipment

b. adequate facilities and equipment for school and community use

2. Standards for the purchase of supplies and equipment should be developed jointly by the physical education teachers and the school administration.

3. All children should have many opportunities to participate in physical education activities; a goal of one ball, one rope, etc., per child is realistic for a physical education class. If children are to be physically active and fully experiencing the learning situation, ample equipment and supplies for each child are as essential as pencils and books in the classroom.

4. Sufficient indoor and outdoor facilities, equipment, and supplies should be provided in each of the elementary schools (e.g., adjustable apparatus which provides for climbing, swinging, jumping, crawling, hanging, and balancing).

5. School and community facilities and programs should be planned and used to supplement each other in serving the needs of children.

6. Blacktopped areas should be properly marked with circles, lines, courts, etc., to permit participation in a wide variety of activities appropriate for various age levels. Play spaces should be designed to permit creative and exploratory types of play. Apparatus should be selected (or created) for its developmental and educational value.[1]

7. Plans for new physical education facilities are the responsibility of the community as well as the school and should be developed in cooperation with physical education teachers, principals, and other resource persons. Personnel involved in planning should be guided by recent developments in instruction as well as construction.[2]

SCHOOL RELATED PROGRAMS

1. The physical activity needs of elementary school age children can best be served through a program of instruction in physical education which is supplemented by other opportunities for participation that are provided by school, home and community.

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[1] Physical Education for Children's Healthful Living, Association for Childhood Education International (Washington, D. C., 1968).

[2] Planning Areas and Facilities for Health, Physical Education and Recreation, Athletic Institute and AAHPER (Chicago, 1965.)

2. The school-related program should provide opportunities for further development of knowledge and skills gained in the instructional physical education program during such periods as recess, noon hour, and extended school-day programs. The program should be differentiated in content and organization to provide for the unskilled child as well as the skilled performer.

3. Extended opportunities for continued participation in sport-type games, dance, gymnastics, and other activities should be offered in the intramural program for all boys and girls. This program usually starts in grade five as the desire for competition and group identification begins to emerge.

4. Competition at the elementary school level is a vital and forceful educational tool. Properly used it can stimulate a keen desire for self-improvement as well as create environments in which children, motivated by common purpose, unite in an effort to accomplish goals in a manner not unlike the roles they will play as adults in a democratic, competitive society. However, to be beneficial, competition must be success-oriented for all children and relevant to the school program. Carefully structured competitive experiences within the school, involving individual and group opportunities and developed and conducted to achieve specific behavioral objectives, are usually more congruent with elementary education goals than inter-school competitive programs.

If there is a desire to develop a program of inter-school athletic competition for upper elementary school children, it should be considered carefully within the context of relative educational values for children of this age.[1] Such consideration should follow only after a sound physical education program has been provided for all the children in the elementary schools as well as an intramural program for the upper elementary grades.

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[1] Desirable Athletic Competition for Children of Elementary School Age, AAHPER (Washington, D. C., 1968).

APPENDIX CC

INTERSCHOLASTIC ACTIVITIES

Standard 21

School activities of an interscholastic nature shall complement and supplement the instruction program of the school.

RATIONALE: School activities of an interscholastic nature shall show evidence of being a part of the school's instruction program, controlled and conducted so as to be beneficial to the total development of both participating and non-participating students and the morale of the student body. Curriculum planning and development in the area of activities of an interscholastic nature should provide all students with opportunities for student experiences conducive to the development of civic responsibilities incumbent on membership in a reputable student body, and through team effort and participation contribute to the leadership, character, skills, and the physical, social and emotional development of the individual student. Activities of an interscholastic nature should not be conducted at the expense of intramural programs or the balance of the school's curriculum.

FOR ALL GRADES PARTICIPATING IN INTERSCHOLASTIC ACTIVITIES

Criteria:

BR ____ 340. There is a written policy statement of the system board of education governing interscholastic activities. N/A for schools not participating in interscholastic activities.

BR ____ 341. Interscholastic activities of the school are under the supervision and control of the principal. N/A for schools not participating in interscholastic activities.

BR ____ 342. Scheduling of interscholastic activities is accomplished by the principal and/or his designated staff member after careful consideration of the effect and impact of the activities upon the participants and the total school program. N/A for schools not participating in interscholastic activities.

BR ____ 343. Each student who participates in athletic activities of interscholastic nature is subject to a medical examination before the regular seasonal instruction begins, and as often thereafter as is deemed necessary to protect the health and physical welfare of participating students. The examining physician must certify that the student is physically fit for such participation. N/A for schools not participating in interscholastic activities.

BR ____ 344. The amount of time spent in instruction in the area of school activities of an interscholastic nature is of such duration as not to affect detrimentally the student's preparation for and performance of his or her scholastic endeavors. [Both the amount of physical energy expended and the amount of time consumed shall be taken into consideration in determining the length of such instruction.] N/A for schools not participating in interscholastic activities.

BR ____ 345. Individual or group practice in activities of an interscholastic nature is conducted after the end of the six-hour academic school day, exclusive of recesses and lunch periods. [The school day must be organized for instruction of students and not for practice of extra-curricular activities. "Practice" does not refer to the study and performance of music in an organized class, such as chorus, orchestra, or band. Bands may use up to 30 instructional periods annually for marching practice. This practice must not interfere with any other regular instruction.] N/A if the school prohibits interscholastic activities.

FOR ALL SCHOOLS WHICH ARE NON-MEMBERS OF THE GEORGIA HIGH SCHOOL ASSOCIATION

[Schools having membership in the G.H.S.A. but that also contain elementary grades must respond to BR-346 for the elementary grades.]

BR ____ 346. The system board of education, by policy statement, assumes the responsibility for interscholastic activities and imposes as a minimum the following limitations:

(a) Teams having players in grade 7 or below must not play more than one-half the number of regularly scheduled games played by the high school varsity in any given sport. [Tournaments may be played in addition to one-half the number of regular season games played by the high school varsity.]

(b) Teams on which all players are in grade 8 or above may play the same number of games played by the high school varsity in any given sport. [Tournaments may be played in addition to regular season games.]

(c) Games played on Monday, Tuesday, Wednesday, or Thursday may not begin prior to the end of the regular school day and must end prior to 6 p.m. "Only one day per week of the four days mentioned may be utilized by any team for participation in interscholastic activities."

(d) The school prohibits students from participating in any sport in a combination of games for any teams greater than the game limit set under paragraph (a) for that sport season. No student may engage in more than one football game per week.

BR-346 should be answered N/A by G.H.S.A. members and by schools which do not participate in interscholastic activities.

NOTE: The State Board of Education recommends that all elementary schools be prohibited from participation in interscholastic activities, and that a strong intramural program be provided for all students.

FOR ALL GRADES

E ____ 347. The system board of education by policy statement, or the school prohibits interscholastic activities. [If the school answers "yes" to this criterion, then it must answer N/A to criterion SR-343.]

E ____ 348. Students who participate in the instruction of and competition in intramural or interscholastic activities, are provided by the school with standard equipment that is kept in good repair.

D ____ 349. Opportunities are provided either through interscholastic or intramural activities for all students who desire to participate in athletic or other extra-curricular activities.

APPENDIX DD

GEORGIA DEPARTMENT OF PUBLIC HEALTH

GUIDELINES FOR USE OF HEALTH PERSONNEL IN SCHOOLS

The Georgia Department of Public Health is concerned with the health of school age children and welcomes the increasing interest of local education departments in developing a health component within the total school program. It is hoped that strenghtened cooperative efforts will ensue as health and education recognize the interrelation of good health and educational achievement.

As a result of Public Law 89-10, Title I, the utilization of health personnel, nurses in particular, has become more prevalent throughout the state. The Child Health Service of the Department of Public Health offers the following information relevant to use of health personnel in schools.

THE PUBLIC HEALTH NURSE

Traditionally, service to the school age child has been offered as a part of the generalized public health nursing program. The public health nurse in Georgia has responsibility for a program of generalized nursing services to the entire community, including mothers, preschool and school age children, adults, and the aging population. One of her prerequisites is a knowledge of community resources, which she can mobilize and use to the advantage of those in need of health services.

Since the public health nurse has responsibility to the whole community, rendering health services to the school age population is only one of her many functions. The role of the public nurse in school health programs varies from area to area. In general, her activities should include:

1. Participation in joint planning by health and education for the total school health program.

2. Collaboration with school personnel in defining the contribution she and the local health department can make to the total school health program.

3. Regular visits to the school that will be convenient to both her schedule and that of the school.

4. Counseling and guidance of students, teachers and/or parents regarding

health needs of certain individuals or groups of individuals within the school.

5. Assisting the school in securing follow-up care for children with specific health problems.

6. Assisting with identification of health needs such as in screening and appraisal programs.

7. Assisting with the training of teachers and volunteers for observing children for signs of health problems.

8. Serving as a community and nursing resource for health education, taking every opportunity to promote positive health and health practices that prevent illness.

9. Acquainting school personnel with the community health status and community resources.

10. Serving as a liaison between school and the home and community.

In those instances where the school employs health personnel these activities should remain essentially the same with modifications that will best promote the continuity and comprehensiveness of the health program and prevent over-lapping and fragmentation. In some situations it may be appropriate for health personnel within the school to obtain nursing supervision from the local health department.

THE SCHOOL NURSE

The school nurse is one who devotes full-time employment to school age children primarily within the school setting and is generally employed by boards of education. The school nurse, like the public health nurse, uses sound public health nursing concepts and practices.

The American Nurse's Association* defines in part the functions and qualifications of school nurses as follows.

> "The unique contribution of the school nurse is contingent upon her background of academic training and nursing experience.
>
> "The function of the nurse will be dependent on such factors as school policy, her own preparation and experience, pupil load, needs of particular pupils in the school, and the availability of other community services.

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* FUNCTIONS AND QUALIFICATIONS FOR SCHOOL NURSES, The American Nurse's Association, 1966.

"Preservice preparation in nursing:

1. Graduation from a school of nursing with state accreditation at the time of graduation.
2. Possession of a current license to practice as a professional registered nurse.

"Preparation for school nursing as evidenced by:

1. Possession of a baccalaureate degree.
2. Completion of a program of study including field experience in school nursing as a part of the baccalaureate program or at the graduate level . . ."

In conformity with the high standards set by the nursing profession, every local education department may wish to employ nurses with baccalaureate or graduate degrees, but in some areas only nurses with an R.N., or less will be available. With careful selection, orientation, and planning, registered nurses or lesser trained health personnel can be advantageously employed.

It is highly recommended that any registered nurse functioning in the school should have educational preparation and/or experience in community public health (nursing as opposed to strictly institutional nursing, and that her orientation provide the opportunity to learn of the purposes and goals of education. This background will increase her competency in carrying out the comprehensive functions below:

1. Participate in the formulation of objectives and policies of the school health program.
2. Plan and carry out ways of identifying the health needs of students and school personnel.
3. Plan for corrective care of children having identified or suspected health problems.
4. Provide education programs for teachers relevant to health needs of children.
5. Assist in planning for health education of students and parents.
6. Maintain appropriate student health records.
7. Provide health counseling and guidance to students, parents and school personnel.
8. Provide instruction and supervision for health aides, teachers or volunteers providing emergency care and participating in screening programs.
9. Develop close working relationships with community agencies in

promoting health and health care for children.

The activities or functions of the registered school nurse are much like that of the public health nurse but the school nurse has the opportunity to expand and add activities making nursing contribution to the total health program more comprehensive. An effective working relationship with local public health nurses will enhance the total nursing component within school health programs.

SUPPLEMENTARY HEALTH PERSONNEL

In the interest of making effective and efficient use of manpower, thought must be given to the nature and extent of the school health program. If a school seeks to provide only a limited traditional service of screening, first aid, and record keeping, a registered nurse's skills and abilities could not be utilized to the highest degree. Many persons with varied levels of training and with appropriate supervision could more appropriately contribute to this type of school health program.

Licensed practical nurses are, in general, hospital oriented and have limited preparation and experience in child health and cannot be expected to interpret or evaluate assessment findings or provide comprehensive well-child care. However, under supervision of a registered nurse (possibly the local public health nurse) could carry out many needed health services, such as health assessment procedures, simple health teaching, promotion of follow-up for health problems, etc. Health aides, again with appropriate orientation and supervision, can assist with screening, record keeping, emergency care and other similar services. It is emphasized that licensed practical nurses and health aides should function under medical and/or nursing supervision.

Whatever the extent of the school health program and level of personnel employed shared planning between health and education at both state and local levels is imperative. The local health department in most communities can be of assistance in planning for and orientation and integration of health personnel into school health programs, can offer medical and nursing supervision to school health personnel, and can provide the school access to community resources for child health care. In turn the public health department benefits from the extension of health services within the total community and from better utilization of available health manpower.

It should always be kept in mind that nurses or other health personnel in the school cannot be equated to having a school health program but that the school health program is the joint responsibility of health and education and planning and implementation of the program must be shared by all concerned.

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SUGGESTED SOURCES OF INFORMATION RELEVANT TO THE NURSE AND SCHOOL HEALTH PROGRAMS

ORGANIZATIONS:

American Association for Health, Physical Education and Recreation
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20056

NEW DIMENSIONS IN SCHOOL NURSING LEADERSHIP, 1969, 104 pp. $2 244-07986

SCHOOL NURSING MONOGRAPH #1 - SOLUTIONS TO CRITICAL HEALTH NEEDS, 1969, 48 pp. $1 244-08070.

THIS IS SCHOOL NURSING, Leaflet, 1968, $.02 each, minimum 25. 244-07966.

American Nurses Association
10 Columbus Circle
New York, N. Y. 10019

FUNCTIONS AND QUALIFICATIONS FOR SCHOOL NURSES, 1966.

A RATIONALE FOR SCHOOL NURSE CERTIFICATION, 1966. $.35.

Department of School Nurses
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20056

CONSTITUTION AND BYLAWS OF THE DEPARTMENT OF SCHOOL NURSES, 1970, 8 pp.

A GUIDE FOR THE NEW SCHOOL NURSE, Leaflet, 1970. 151-04794.

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SOMETHING NEW FOR SCHOOL NURSES, 1970, 6 pp. 151-04788.

THE UNIQUE FUNCTIONS OF THE SCHOOL NURSE, Leaflet, 1970. 151-04796.

A single copy of the above can be obtained free.

PERIODICALS:

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Brion, Helen. "Non-Professional Assistant in School Health Services; Report of the Subcommittee." Journal of School Health 38: 278-82; May 1968.

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Ratcliff, Ruth. "School Nurse Helpers in a High School." Journal of School Health 38: 534-36; October 1968.

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Anderson, C. L. School Health Practice. St. Louis: The C. V. Mosby Co., 1964.

Cornacchia, Harold, et al. Health in Elementary Schools. St. Louis: The C. V. Mosby Co., 1970.

Cromwell, Gertrude E. Nurse in the School Health Program. Philadelphia: W. B. Saunders Co., 1963. 126 pages.

Nemir, Alma. The School Health Program. Philadelphia: W. B. Saunders Co., 1970.

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Georgia Department of Public Health

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